

Psychological Abstracts

VOLUME 25 • NUMBER 4 • APRIL 1951

EDITOR

C. M. LOUITT

ASSISTANT EDITOR

ALLEN J. SPROW

WITH THE CO-OPERATION OF

P. C. BARTLETT	<i>Cambridge University</i>
S. BLACHOWSKI	<i>University of Penna</i>
R. PIET	<i>University of Liège</i>
V. OSIPOV	<i>Leningrad</i>
J. PIAGET	<i>University of Geneva</i>
H. PIERON	<i>Sorbonne</i>
M. PONZO	<i>University of Rome</i>
M. L. REYMERT	<i>Marseilles, Illinois</i>
L. S. TSAI	<i>University of Nanking, Chongin</i>

Editorial Office: UNIVERSITY OF ILLINOIS, URBANA, ILL.; Business Office: PRINCE AND LEMON STREETS, LANCASTER, PENNSYLVANIA AND 1515 MASSACHUSETTS AVE., N. W., WASHINGTON 5, D. C. Send changes of address to: Psychological Abstracts, 1515 Massachusetts Ave., N. W., Washington 5, D. C.

CONTENTS

General Theory & Systems • Methods & Apparatus • New Tests • Statistics • Reference Works • Organizations • History & Biography • Professional Problems of Psychology	2116-2192
Physiological Psychology Nervous System	2193-2200
Receptive and Perceptual Processes Vision • Audition	2201-2237
Response Processes	2238-2248
Complex Processes and Organizations Learning & Memory • Thinking & Imagination • Intelligence • Personality • Aesthetics	2249-2323
Developmental Psychology Childhood & Adolescence • Maturity & Old Age	2324-2352
Social Psychology Methods & Measurements • Cultures & Cultural Relations • Social Institutions • Language & Communication • Social Action	2353-2423
Clinical Psychology, Guidance, Counseling Methodology, Techniques • Diagnosis & Evaluation • Treatment Methods • Child Guidance • Vocational Guidance	2424-2504
Behavior Deviations Mental Deficiency • Behavior Problems • Speech Disorders • Crime & Delinquency • Psychoses • Psychoneuroses • Psychosomatics • Clinical Neurology • Physically Handicapped	2505-2644
Educational Psychology School Learning • Interests, Attitudes & Habits • Special Education • Educational Guidance • Educational Measurement • Education Staff Personnel	2645-2680
Personnel Psychology Selection & Placement • Labor-Management Relations	2681-2692
Industrial and Other Applications Industry • Business & Commerce • Professions	2693-2708

SUBSCRIPTION \$7.00 A YEAR FOREIGN \$7.50

PUBLISHED MONTHLY, WITH TWO ISSUES DURING DECEMBER, AT PRINCE AND LEMON STREETS, LANCASTER, PENNSYLVANIA

BY THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INCORPORATED

Entered as second-class matter July 12, 1937, at the post-office at Lancaster, Pa., under the Act of March 3, 1879. Acceptance for mailing at the special rate of postage provided for in the Act of February 26, 1925, embodied in paragraph (d-2), Section 34.40, P. L. and R. of 1948, authorized October 24, 1947.

AUTHOR INDEX¹

- Aaronsen, B. S., 2444
 Abe, S., 2249
 Abe, Z., 2238, 2699
 Abrahamson, D., 2575
 Abse, D. W., 2611
 Abt, L. E., 2305, 2445
 Adams, J. A., 2282
 Adams, W. A., 2475
 Aguilera Maruri, C., 2325
 Ai, J. W., 2415
 Aizawa, M., 2231, 2314
 Albee, G. W., 2457
 Alexander, H., 2136
 Alford, L. B., 2505
 Allen, E. B., 2591
 Allen, F. H., 2501
 Allen, R. M., 2576
 American Institute for Research, 2681
 American Psychological Assoc., 2155
 American Public Health Assoc. Committee on Professional Education, 2700
 Ames, L. B., 2655
 Ammons, C. H., 2261
 Ammons, R. B., 2123, 2378
 Andersen, A. L., 2635
 Anderson, D., 2546
 Anderson, V. V., 2501
 Anderson, W. A., 2392
 Ando, M., 2446
 Anon., 2160, 2161
 Arnoult, M. D., 2232
 Arthur, G., 2520
 As, A., 2173
 Bachem, A., 2233
 Back, K., 2416
 Baines, R., 2239
 Baker, K. E., 2273, 2274
 Bakke, E. W., 2691
 Bales, P. D., 2200
 Balint, M., 2476
 Balser, B. H., 2517
 Bancroft, T. A., 2132
 Banham, K. M., 2326
 Bankhead, A. J., 2592
 Barahal, G. D., 2504
 Bare, J. K., 2205
 Barry, J. R., 2434
 Bartemeier, L. H., 2477
 Bassan, M. E., 2516
 Bayton, J. A., 2306
 Beardale, D. C., 2227
 Beck, C. S., 2521
 Belknap, I., 2593
 Bell, G. B., 2353
 Bellak, L., 2307, 2445, 2447
 Belnap, W. D., 2521
 Benditt, L. J., 2256
 Bennett, A. E., 2547(f)
 Bentley, M., 2162
 Berger, M. M., 2478
 Bergman, M., 2636
 Berkeley, E. C., 2133
 Berkson, J., 2134
 Berry, R. N., 2208, 2209
 Bills, R. E., 2651
 Bingley, F. J., 2210(a)
 Bion, W. R., 2354
 Birch, H. G., 2358
 Birnbaum, Z. W., 2372
 Birren, F., 2479
 Birren, J. E., 2344
 Bitterman, M. E., 2126, 2246
 Black, J. W., 2417
 Blackburn, A. R., 2638
 Blain, D., 2506
 Blitstein, N. L., 2480
 Bloede, G., 2522
 Bloom, B. S., 2299
 Boas, G., 2117
 Bogue, D. J., 2135
 Boll, E. S., 2393
 Bonaparte, M., 2507
 Borreca, F., 2666
 Borst, J., 2418(a)
 Bosnard, J. H. S., 2393
 Boulanger, J. B., 2518
 Bourland, D. D., Jr., 2355
 Boyles, C. R., 2241
 Bradway, K., 2189
 Brasmmer, L. M., 2504
 Braun, H. W., 2260
 Brauner, A., 2645
 Breitbart, S., 2315
 Brewer, P., 2261
 Brieland, D. M., 2174
 Broad, C. D., 2163
 Broder, L. J., 2299
 Brody, E. G., 2240
 Brogden, W. J., 2262
 Brookover, W. B., 2646
 Brower, D., 2688
 Brown, C. L., 2548
 Brown, J. R., 2635
 Brown, M. H., 2701
 Brown, W. L., 2263, 2264
 Brozek, J., 2136, 2195
 Bryngelson, B., 2572
 Bugelski, B. R., 2265
 Burger, R., 2666
 Burgess, E. W., 2339, 2340
 Burkhart, R. A., 2435, 2437
 Buss, A. H., 2266
 Cahman, W. J., 2373
 Campbell-Fisher, I. G., 2316
 Carp, A., 2594
 Carp, F. M., 2327
 Carswell, W. E., 2211(a)
 Casel, R. H., 2448
 Cattell, R. B., 2308
 Cavan, R. S., 2340
 Chapman, D., 2394
 Chapman, M. E., 2572
 Child, I. L., 2250
 Clague, E., 2341
 Clapp, J. S., 2481
 Clark, R. E., 2595
 Claye, A. M., 2647
 Clegghorn, S., 2518
 Clinchy, E. R., 2379
 Clow, H. E., 2591
 Cohen, J., 2356
 Coleman, H. S., 2212, 2213(a)
 Coleman, S., 2549
 Collins, J. M., 2380
 Comery, E. W., 2693
 Comrey, A. L., 2137, 2138
 Coolidge, M. L., 2118
 Cooper, F. S., 2418(a)
 Cornfield, J., 2139
 Cottingham, A., 2466
 Cottrell, C. L., 2246
 Crane, M. M., 2214
 Cressey, P. F., 2395
 Culmer, C. U., 2704
 Cushing, J. G. N., 2702
 Dale, E., 2654
 Dallenbach, K. M., 2125, 2643
 Davenport, K. S., 2652
 David, H. P., 2449
 Deese, J., 2267
 de Monchy, R., 2550
 Deri, S. K., 2450
 Devlin, H. D., 2682
 Diakine, R., 2498
 Dicks, H. V., 2381
 Dicks, R., 2436
 Dinnerstein, A., 2206
 Dinsmoor, J. A., 2268
 Donahue, W., 2342
 Doyle, F. W., 2667
 DuBois, F. S., 2612
 DuBois, R. D., 2382
 Duffy, R. E., 2551
 Dugan, W. E., 2674
 Duncan, C. P., 2208, 2269
 Durbin, L., 2596
 Durling, D., 2538
 Ebin, J., 2199
 Educational Policies Commission, 2668
 Eglash, A., 2451
 Eisler, K. R., 2480
 Eisler, R. S., 2480
 Ekman, G., 2175
 Eliasberg, W. G., 2573
 Elkins, D., 2388
 Elliott, D. N., 2679
 Elonen, A. S., 2432
 Engle, T. L., 2525
 Enig, C. F., 2200
 Ester, L., 2270
 Evans-Pritchard, E. E., 2357
 Eysenck, H. J., 2176
 Ezzell, H., 2482
 Faltheim, A., 2177
 Fang, T. C., 2523
 Fayard, M. L., 2424
 Fensterheim, H., 2358
 Ferenczi, S., 2119
 Ferguson, V. M., 2383
 Fernberger, S. W., 2201
 Festinger, L., 2416
 Ficarara, B. J., 2343
 Fiedler, F. E., 2483
 Fields, M. R., 2328
 Fischer, L. K., 2453
 Fischer, S., 2508
 Flahback, J., 2222
 Fisher, R., 2454
 Fisher, S., 2454
 Fliske, D. W., 2183
 FitzHerbert, J., 2552
 Flournoy, H., 2317
 Forbes, M. L. H., 2124
 Foster, D., 2125
 Foster, H., 2274
 Foster, L. E., 2437
 Foster, R. G., 2396
 Fourieson, N. T., 2359
 Fox, C., 2344
 Franden, A. N., 2455
 Fredericson, E., 2271
 Freed, H., 2609
 Freedman, A. M., 2200
 Freedman, L. Z., 2383
 French, R. L., 2353
 Freudenberg, R. K., 2626
 Freund, J. E., 2140
 Friedmann, S., 2603
 Friedsam, H. J., 2593
 Frohlich, M. M., 2345
 Fromm, E., 2397
 Frocher, H. B., 2443
 Fry, G. A., 2215
 Fuldner, R. V., 2627
 Fuller, J. L., 2272
 Funkenstein, D. H., 2597
 Gagné, R. M., 2273, 2274
 Gardner, G. E., 2178, 2577
 Gardner, J. F., 2694
 Garma, A., 2621
 Gatling, F. P., 2438
 Gaudet, L. B., 2499
 Gauger, A. B., 2524
 Geiger-Marty, O., 2628
 Gibson, J. J., 2216
 Gilhooly, F. M., 2613
 Gillum, E., 2272
 Ginsburg, S. W., 2425
 Glaser, R., 2141
 Glasgow, M., 2398
 Glover, E., 2324
 Glueck, E., 2578
 Glueck, S., 2578
 Goldberg, J. A., 2328
 Goldhamer, H., 2340
 Goldman, M., 2629(a)
 Goldstein, I., 2666
 Goode, W. J., 2399
 Goodenough, F. L., 2164, 2456
 Goulouze, W., 2426
 Graulnick, A., 2179
 Gray, J. S., 2704
 Green, B. F., Jr., 2142
 Green, D. E., 2509
 Greenberg, R., 2275
 Greenblatt, M., 2597
 Greenson, R. R., 2419
 Greenwood, J. A., 2143
 Gronlund, N. E., 2677
 Gross, L., 2309
 Group for the Advancement of Psychiatry, Committee on Clinical Psychology, 2180
 Guetzkow, H., 2359
 Guhl, A. M., 2360
 Guild, S. R., 2703
 Guilford, J. P., 2144
 Gulliken, H., 2145
 Guttacher, M. S., 2579, 2580
 Hager, D. J., 2193
 Haigh, G., 2484
 Halstead, H., 2598
 Hamlett, I. C., 2525
 Hamlin, R. M., 2457
 Hammer, P. C., 2146
 Hampton, J. L., 2200
 Hanahan, F. W., 2604
 Handlon, J. H., Jr., 2276, 2288
 Hansen, O. K., 2572
 Hanvik, L. J., 2635
 Haralson, J. V., 2126
 Harbage, M., 2653
 Hardy, W. G., 2234
 Harlow, H. F., 2165, 2277(a), 2278, 2279
 Harper, A. E., Jr., 2599
 Harper, R. S., 2166
 Harper, V. T., 2530
 Harris, C. R., 2485
 Harris, D. B., 2456
 Harris, J. D., 2235
 Harris, T. H., 2592
 Harrower, M. R., 2458
 Hartog, R., 2553
 Hartson, L. D., 2185
 Haugland, A., 2181
 Havighurst, R. J., 2340
 Hawke, C. C., 2581
 Hay, W., 2526
 Hays, W., 2527
 Heath, R. G., 2634
 Heberle, R., 2400
 Heilmann, P., 2486
 Helleberg, E. F., 2131
 Herrick, V. E., 2654
 Hess, E. H., 2217
 Hibben, S. G., 2695
 Hilgard, E. R., 2187
 Hill, W. H., 2658
 Hiltner, S., 2487
 Himwich, H. E., 2200
 Hirsch, E. W., 2554
 Hoffer, W., 2329
 Hoffman, J. L., 2600
 Hofstetter, H. W., 2701
 Hogben, L., 2194
 Holdsworth, W., 2678
 Hollingshead, A. B., 2401
 Holton, K., 2582
 Horney, K., 2555, 2556, 2614(a)
 Horst, P., 2147
 House, J. W., 2510
 Howes, D. H., 2420
 Hughes, R. H., 2295
 Hulbeck, C. R., 2557(a)
 Hunt, R. W. G., 2218
 Hunter, W. S., 2167
 Hutt, M. L., 2359
 Hymovitch, B., 2416
 Ilg, F. L., 2655
 Inlaha, L., 2312
 Ivanoff, A., 2219
 Ivimey, M., 2300(a), 2488
 Jacobs, R., 2675
 Jaffé, A., 2251
 James, W. T., 2241
 Jacques, E., 2683
 Jastak, J., 2528
 Jeffers, L. A., 2127
 Jenkins, W. O., 2280
 Jensen, R. A., 2529
 Johansson, G., 2220
 Johnson, G. O., 2669
 Johnson, M. L., 2656
 Johnson, P. O., 2148
 Johnson, W., 2583
 Jones, F. N., 2221
 Jones, M. H., 2221
 Joselyn, I. M., 2500
 Jouhy, E., 2670
 Jung, C. G., 2251
 Jurko, M., 2243
 Kadis, A. L., 2459
 Kärnä, M., 2182
 Karpman, B., 2501
 Katan, M., 2615
 Kates, S. L., 2689
 Katō, K., 2330
 Kaufmann, W. A., 2622
 Keenan, A., 2616
 Keister, M. E., 2331
 Kell, B. L., 2484
 Kelley, H., 2416
 Kelly, E. L., 2183
 Kelman, H., 2489
 Kendler, H. H., 2281
 Keys, A., 2195
 Kilander, H. F., 2328
 Kilpatrick, E., 2490(a), 2558
 Kimber, W. J. T., 2402
 King, E. S., 2239
 Kitamura, S., 2252
 Klumins, F. A., 2530
 Klein, J. J., 2516
 Klein, M., 2491
 Klopff, C., 2663
 Knight, J., 2678
 Knox, W. E., 2509
 Köhler, W., 2222
 Komatsu, A., 2318
 Koos, E. L., 2361
 Korenevskii, E. I., 2657
 Korner, A. F., 2460
 Kowber, B. J., 2253
 Kraiz, S. V., 2601
 Kratka, H., 2206
 Kris, E., 2168
 Kucera, O., 2319
 Kupper, H. I., 2254
 Kuribayashi, U., 2302
 Kuroda, M., 2310, 2461
 Kuusela, S., 2149
 Lagache, D., 2559
 Laidlaw, R. W., 2437
 Landis, J. T., 2403
 Lanlett, P., 2120
 Laessman, G. H., 2637
 Lasswell, H. D., 2421
 Latour, M., 2121
 Law, F. E., 2281
 Lawton, G., 2346
 Lebovici, S., 2584
 Lehtovaara, A., 2184
 Leland, E. M., 2457
 Leonard, J. P., 2654
 Lepley, W. M., 2422
 Leuba, J., 2560
 Levin, J., 2542
 Levine, J., 2638
 Levy, D. M., 2362
 Levy, M. M., 2332
 Levy, N., 2288
 Levy, S., 2462, 2468
 Lewin, B. D., 2561
 Liberman, A. M., 2418(a)
 Lichten, W., 2223
 Limbert, P. M., 2333
 Lindner, R. M., 2463
 Line, W., 2427
 Lippman, H. S., 2501
 Loewenberg, R. D., 2169
 Longstaff, H. P., 2185
 Loomis, C. P., 2363
 Loomis, E. A., Jr., 2481
 Lourie, R. S., 2501
 Lovell, H. W., 2347
 Lowie, R. H., 2404
 Lowrey, L. G., 2170, 2511
 Ludwig, C. R., 2684
 Luft, J., 2428
 Lurie, L. A., 2501
 Lurie, S., 2223
 Lussheimer, P., 2492, 2562(a)
 MacAdam, D. L., 2224
 McClure, C., 2531
 McCormick, A., 2585
 McCulloch, T. L., 2532
 McCulloch, B. R., 2455
 Mace, D. R., 2439
 McGinnies, E., 2423
 McHugh, G., 2440
 Mackay, R. P., 2512
 McKeever, L. G., 2547(f)
 McKhann, C. F., 2521
 McTeer, W., 2185
 Madden, M. S., 2282
 Madge, C., 2405
 Maier, N. R. F., 2364
 Maisner, E. A., 2533
 Maki, N., 2630
 Malberg, B., 2534, 2602
 Mangus, A. R., 2662
 Mann, H., 2666
 Mann, I., 2541
 Mann, M., 2563
 Mantel, N., 2139
 Maratka, Z., 2623
 Maritz, J. S., 2696
 Marquis, D. C., 2187
 Marquit, S., 2510
 Martin, A. R., 2617(a)
 Martin, F. D., 2679
 Marx, M. H., 2242, 2243
 Mausner, B., 2202
 Mautner, H., 2535
 Maxwell, M. A., 2564
 Mayhew, L. B., 2658
 Mayne, R., 2203
 Mead, M., 2406
 Medalle, R. J., 2663
 Menninger, K. A., 2513
 Merleau-Ponty, M., 2116
 Mettler, F. A., 2631
 Metzner, C. A., 2374
 Meyer, F. E., 2236
 Michael, W. B., 2144
 Michael-Smith, H., 2536
 Mickelson, O., 2195
 Middleton, W. E. K., 2225
 Miller, G. A., 2283
 Minnesota Commission on Higher Education, 2648
 Mitchell, G. D., 2407
 Mollenkopf, W. G., 2150
 Montagu, M. F. A., 2122, 2365
 Moore, Bernice M., 2429
 Moore, Burness E., 2603
 Moore, N. B., 2408
 Morrison, W. J., 2152
 Mott, F. W., 2565
 Mudd, E. H., 2443
 Mühl, A. M., 2441
 Mukherjee, R., 2384
 Mundie, C. W. K., 2255
 Munroe, R. L., 2464
 Murray, R. W., 2366
 Narciso, J. C., 2297
 Nash, M. C., 2204
 Newcomb, W. W., Jr., 2385
 Newhall, S. M., 2226
 New York Academy of Medicine, 2514
 Oberndorf, C. P., 2618
 O'Brien, C. C., 2660
 O'Connor, N., 2544
 O'Flanagan, P., 2493
 Ofstedal, D., 2186
 Ohwaki, Y., 2311, 2312
 Oldfield, R. C., 2442
 Omura, S., 2649
 Ort, R. S., 2409
 Osgood, C. E., 2287
 Otáso, M., 2334, 2386, 2664
 Overstreet, H. A., 2348
 Page, L., 2586
 Palm, R., 2575
 Palmer, D. M., 2604
 Palmer, R., 2537(a)
 Pan, J.-S., 2349
 Pascal, G. R., 2465
 Patterson, R. P., 2515
 Patton, R. A., 2260
 Paula, M. D., 2234
 Payne, P. D., 2256
 Peltz, W. L., 2443
 Peptone, A., 2367
 Peterson, G. M., 2244
 Pfaffmann, C., 2205
 Pfister, O., 2368
 Polan, S., 2605
 Politz, A., 2375
 Pool, J., 2634
 Porterfield, A. L., 2566
 Potter, M., 2494
 Precker, M. S., 2587

(Continued on Cover 3)

New 2nd Edition

Publ. Jan. 1951

PSYCHOLOGY FOR NURSES

By BESS V. CUNNINGHAM, M.A., Ph.D.

This new revision of Cunningham's basic text has two major purposes: to bring the text up to date, and to add to the clarity of its statement.

Recent new source materials, new illustrations, and many new suggestions for reading have been added.

Among various additions to the content are discussions of projective techniques and psychological frontiers in the fields of pediatrics, psychiatric nursing and geriatrics.

Five of the eleven chapters on basic psychology have been reorganized and largely rewritten and, throughout the book, definitions of unfamiliar terms have been inserted parenthetically as the term has been used.

The inclusion of a new nontechnical glossary is helpful as an aid to understanding by the student.

Cunningham's **PSYCHOLOGY FOR NURSES** is distinguished by such useful features as

- An informal style which stimulates and hold the student's interest
- Avoidance of overtechnical terminology
- Emphasis placed upon the value of psychology as a practical, useful science
- The inclusion in each chapter of a memory-fixing summary of the principles discussed
- The inclusion in each chapter of activities applying the principles discussed
- The conclusion of each chapter with a carefully selected list of interesting collateral readings.

2nd (Jan., 1951) Edition • 396 Pages • 56 Illustrations • \$3.50 Postpaid

PSYCHOLOGIC CARE DURING INFANCY AND CHILDHOOD

By RUTH M. BAKWIN, M.D., and HARRY BAKWIN, M.D.

In addition to its usefulness to pediatricians, this common-sense text is probably of equal value to psychologists, nurses, social workers, teachers and others concerned with the psychologic care, mental development and emotional stability of children.

Publ. 1942—332 Pages—31 Illustrations—\$4.00 Postpaid

ORDER AT BOOKSTORES OR FROM

APPLETON-CENTURY-CROFTS, Inc.

35 W. 32nd St., New York 1, N. Y.

THE

Psychology of Abnormal Behavior

By LOUIS P. THORPE and BARNEY KATZ, both of *The University of Southern California*. A textbook for the first course in abnormal psychology, and valuable for courses dealing with mental hygiene, child development, clinical psychology, and personality adjustment. Discusses each of the minor and major personality disorders and presents them in organized form. "... a sturdy text ... definite, concise, and with the power of giving ... good information."—AMERICAN JOURNAL OF PSYCHIATRY. 877 pages **\$6.00**

Also: Workbook in the Psychology of Abnormal Behavior, \$1.50

Child Psychology and Development

By LOUIS P. THORPE, *The University of Southern California*. In this textbook for the undergraduate, the personal and social adjustment of the child at increasingly high levels of development is the central problem. The treatment here includes studies of physical, mental and psychological growth. Emphasis is on environmental influences: home, school, community. "An authoritative ... text ..."—PEABODY JOURNAL OF EDUCATION. 781 pages **\$5.00**

An Introduction to Clinical Psychology

Edited by L. A. PENNINGTON, *University of Illinois*; I. A. BERG, *Northwestern University*. Prepared by 23 Contributing Specialists. A textbook at the introductory level to familiarize the student with the broad field of clinical psychology. A wide selection of case histories and descriptions of behavior problems has been included to give a complete coverage to the subject. "Excellent conception."—JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION. 595 pages **\$5.50**

Psychology for the Profession of Nursing

By JEANNE G. GILBERT, *St. Charles Child Guidance Clinic*; ROBERT D. WEITZ, *Long Island University*. This elementary textbook for student nurses has a twofold purpose: 1) to present the principles of psychology clearly and succinctly, and 2) to help the student make a successful adjustment to nursing. "Student nurses will find this textbook unusually well designed for them ..."—PEABODY JOURNAL OF EDUCATION. 275 pages **\$3.00**

Contemporary Schools of Psychology

Revised. By ROBERT S. WOODWORTH, *Professor Emeritus, Columbia University*. A complete account of the major developments in psychology during recent times. The textbook represents the distillation of a half-century of scientific study and research combined with the author's extensive acquaintance with the men and women who have created modern psychology. "An exceptionally able account ..."—THE JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY. 279 pages **\$3.25**

The Psychology of Dictatorship

By G. M. GILBERT, formerly *Prison Psychologist at the Nuremberg Trial of Nazi War Criminals*. Here is the final report on the only firsthand psychological study ever made of the leaders of an aggressor nation. Dr. Gilbert describes character development, group loyalties, social values, and interpersonal relationships among the surviving members of the ruling Nazi clique. 327 pages **\$4.00**

Gestalt Psychology

By DAVID KATZ, *University of Stockholm*, translated by ROBERT TYSON, *Hunter College*. A rare combination of reader interest and scientific reliability in one volume. Offers a concise answer to the question: "What is Gestalt Psychology?" The author evaluates outstanding concepts, experiments and contributions of Gestalt, and forecasts its future possibilities. 175 pages **\$3.00**

THE RONALD PRESS COMPANY

• 15 East 26th Street, New York 10, N. Y.

Psychological Abstracts

VOLUME 25

NUMBER 4

APRIL 1951

GENERAL

2116. Merleau-Ponty, Maurice. *La structure du comportement*. (2. éd.) (The structure of behavior. (2d ed.)) Paris: Presses Universitaires de France, 1949. xv, 248 p. 500 fr.—Some of the main topics are reflex behavior from the traditional point of view, higher forms of behavior, significance of the conditioned reflex, characteristics of the beginning of perception, interpretation of the Gestalt theory, relation of the mind to the body, and the problem of perceptual consciousness. The book aims to explain the relation between consciousness and nature—organic, psychological and social. The world is the totality of objective relations held in consciousness. Reference is made to behaviorism, existentialism and many other schools of thought. The author, as the title indicates, holds to a structural point of view. (See 22: 2409.)—G. E. Bird.

THEORY & SYSTEMS

2117. Boas, George. *The acceptance of time*. *Univ. Calif. Publ. Phil.*, 1950, 16, 249-270.—The Howison Lecture for 1949 stressed the unmanageability of time as a concept for philosophers and psychologists. Diversity of human nature is implied in any realistic account of time, which is only indirectly handled in any philosophy of being. Full acceptance of the temporal order implies the acceptance of the possibility of tragedy uncompensated for by later rewards.—W. L. Wilkins.

2118. Coolidge, Mary L. (Wellesley Coll., Mass.) *Some vicissitudes of the once-born and of the twice-born man*. *Phil. phenomenol. Res.*, 1950, 11, 75-87.—James characterized the once-born man as healthy-minded and the twice-born man as a sick soul. The twice-born have had their lives changed by some kind of religious conversion, as, for example, St. Augustine and Bunyan. The empirical naturalism of Dewey is thoroughly once-born and optimistic. While Dewey's account of man is that of an external observer, the existentialists have provided accounts "from within." In fact, a common element running through diverse existentialist philosophies seems to be the assertion of the twice-born character of man. Certain aspects of the philosophy of C. I. Lewis are taken as indicative of possible alterations in the once-born philosophy of naturalism. The existentialism of Sartre is regarded as an effort of the twice-born European to pass beyond despair. Spanish summary.—P. E. Lichtenstein.

2119. Ferenczi, Sandor. *Sex in psychoanalysis*. Introduction by Clara Thompson. New York:

Basic books, 1950. 338 p. \$3.50. Ferenczi, Sandor. *Sex in psychoanalysis; contributions to psychoanalysis*. New York: Robert Brunner, 1950. 338 p. \$3.50.—Two printings of Ernest Jones' translation.

2120. Laslett, Peter. (Ed.) *The physical basis of mind*. New York: Macmillan, 1950. viii, 79 p. \$1.00.—A series of radio talks by several eminent scientists and philosophers furnishes the material of the present volume. Chapter 1 is an introduction by Sherrington which emphasizes the persistent mystery of mind in spite of expanding physiological knowledge. Chapter 2 by Adrian discusses the electrical activity of the brain during thinking. Chapter 3 by Le Gros Clark deals with the anatomy of the brain as the substratum for mental processes. In chapter 4 Zuckerman describes the negative feedback and other principles involved in calculating machines and their analogy with brain function. Chapter 5 by Slater deals with the dependence of consciousness on the brain, and chapter 6 by Brain examines thought and speech. In chapter 7 Penfield presents the hypothesis that the upper brain stem together with that part of the cortex in use at a given moment is the seat of consciousness. Chapter 8 is a symposium by the philosophers, Samuel, Ayer, and Ryle, dealing with the mind-body problem.—P. E. Lichtenstein.

2121. Latour, Marius. *Autour des fondements de l'être et du connaître selon l'analyse psychologique*. (Concerning the fundamentals of being and knowing according to psychological analysis.) Paris: Presses Universitaires de France, 1949. Vol. I, 439 p. Vol. II, 354 p.—This collection of previously-published articles, comprising 18 chapters in all, presents psychological analyses of a large number of theories in the realm of general ideas. Each chapter is a self-contained unit suitable for separate perusal. Topics presented include attention, memory, emotions, imagination, inhibition, humor, inspiration, religion, politics, morals, art, invention, heredity, life and death. According to the author, if it is true that religion, morality, art and science spring from a common origin, human knowledge converges symmetrically toward philosophy as a center of concentration. Psychology, more than any other science, leads in that direction.—G. E. Bird.

2122. Montagu, Ashley. *On being human*. New York: Henry Schuman, 1950. 125 p. \$1.95.—Contrary to Darwin and Spencer, cooperation and not competition is seen as the basic principle making for biological survival. Lower organisms in aggregates as compared with isolation are more resistant

to toxic effects. The principle in humans works on the psychological level where children deprived of love in early years grow up self-centered and unable to function cooperatively in a group. We must work toward a new society by emphasizing in child education human rather than devious economic values.—*L. M. Hanks, Jr.*

METHODS & APPARATUS

2123. Ammons, Robert B. (U. Louisville, Ky.) A simple stylus for pursuit tasks. *Mot. Skills Res. Exch.*, 1950, 2, 22-24.—A stylus for pursuit tasks is described. Construction details and a drawing are given.—*C. Crites.*

2124. Forbes, Marie L. H. (8½ Ash st. pl., Cambridge, Mass.) Writing in relief by hand from left to right. *J. genet. Psychol.*, 1950, 76, 343-347.—A device is described the essential feature of which is a Braille pin unit designed to move from left to right under the paper. "The writing instrument is a wooden dowel. The tip, which is slightly conical, is hollow or covered with a rubber slip-over cap eraser. The finger can be used. White typewriter paper without rag content is used. The model weighs less than one-half pound. . . ." Photographs and diagrams of the device are included. Reading may be done visually, tactually, or with a reading aid. "The opportunity to make immediate corrections recommends the device for the writing and transcribing of poetry."—*C. H. Ammons.*

2125. Foster, Dean; Scofield, E. H., & Dallenbach, Karl M. An olfactorium. *Amer. J. Psychol.*, 1950, 63, 431-440.—Following a brief review of previous attempts to carefully control the olfactory stimulation, the specifications for the present apparatus are given. The basic problem was to construct an odor-proof, odorless room and to equip it for the controlled presentation of olfactory stimuli. Photographs and schematic diagrams are provided to illustrate the construction and operation of the glass chamber and the air-conditioning unit.—*S. C. Ericksen.*

2126. Haralson, J. V. (Cornell U., Ithaca, N. Y.), & Bitterman, M. E. A lever-depression apparatus for the study of learning in fish. *Amer. J. Psychol.*, 1950, 63, 250-256.—A description of the apparatus is given together with photographs, diagrams, and sample data obtained.—*S. C. Ericksen.*

2127. Jeffress, Lloyd A. (U. Texas, Austin.) An electronic switching circuit. *Amer. J. Psychol.*, 1950, 63, 257-259.—The apparatus described permits the starting and stopping of tones without creating clicks and other annoying transients. A schematic wiring diagram is shown with a description of the essential features of operation.—*S. C. Ericksen.*

2128. Scheidemann, Norma V. A collapsible mirror-tracing apparatus. *Amer. J. Psychol.*, 1950, 63, 447.—A sketch is accompanied by a brief statement of specifications and method of operation.—*S. C. Ericksen.*

2129. Scheidemann, Norma V. A five-pointed star-pattern for mirror-drawing. *Amer. J. Psychol.*,

1950, 63, 441-444.—Some of the limitations of the traditional six-pointed star are mentioned: (1) effects of pattern-position, (2) effects of mirror-position. A five-pointed trace-and-score star-pattern is described and its advantages indicated.—*S. C. Ericksen.*

2130. Scheidemann, Norma V. A ruler for scoring mirror-tracing errors. *Amer. J. Psychol.*, 1950, 63, 445-446.—A brief review of previous methods for scoring star-tracing performance precedes the description and summary of the cross-sectioned scale in the form of a plastic ruler.—*S. C. Ericksen.*

(See also abstract 2151)

NEW TESTS

2131. Hellersberg, Elizabeth F. The individual's relation to reality in our culture; an experimental approach by means of the Horn-Hellersberg test. Springfield, Ill.: C. C. Thomas, 1950. x, 128 p. \$3.25.—A drawing completion test is offered to measure the individual's relation to reality. Analysis is made of form, content, and "perspective" (the meaning of objects in the material world in terms of the individual's experience and current emotional state of mind). Results are analyzed by means of two charts: one provides for a two-way tabulation of contents according to subject matter and "perspective." The purpose of the second chart is to describe form and time elements. Case histories are offered with detailed interpretations.—*M. N. Osterberg.*

(See also abstracts 2304, 2340)

STATISTICS

2132. Bancroft, T. A. (Iowa State Coll., Ames.) Probability values for the common tests of hypotheses. *J. Amer. statist. Ass.*, 1950, 45, 211-217.—Sources and formulas for obtaining probability values for the common tests of statistical hypotheses with an indication of the scope and utility of each are listed. Examples which illustrate methods of calculating probability values outside the range of available tables for a large group of important tests are given.—*G. C. Carter.*

2133. Berkeley, Edmund C. The relations between symbolic logic and large-scale calculating machines. *Science*, 1950, 112, 395-399.—Brief characterization of symbolic logic is related to expression of the "nonnumerical reasoning operations" of automatic computers. Increasing fusion between numerical mathematics and nonnumerical symbolic logic is expected.—*B. R. Fisher.*

2134. Berkson, Joseph. (Mayo Clinic, Rochester, Minn.) Are there two regressions? *J. Amer. statist. Ass.*, 1950, 45, 164-180.—If the experiment is one in which one of the variates is a controlled observation, it differs from sampling in two important ways. The line estimated by least squares, minimizing the sum of the squared residuals of the dependent uncontrolled variate, is the same, whether x or y is the controlled variate, that is, there is only one re-

gression. Also, the estimated line is not biased by the existence of an error of observation in the independent controlled variate, despite our taking no account of it in the least squares fit.—G. C. Carter.

2135. Bogue, Donald J. (Miami U., Oxford, O.) A technique for making extensive population estimates. *J. Amer. statist. Ass.*, 1950, 45, 149-163.—A population estimating technique which is designed to facilitate the study of population trends during postcensal periods is described. The use of current vital statistics makes it possible to obtain population estimates for groupings of area which are sufficiently accurate to permit inferences to be made concerning growth or decline since the last census.—G. C. Carter.

2136. Brožek, Josef, & Alexander, Howard. (U. Minnesota, Minneapolis.) The formula $t^2 = F$. *Amer. J. Psychol.*, 1950, 63, 262-269.—The implications of the identity $t^2 = F$ were considered. Sample computations were carried out for 3 types of comparisons and the t^2 -values were compared with the F -values resulting from the analysis of variance.—S. C. Ericksen.

2137. Comrey, Andrew L. An operational approach to some problems in psychological measurement. *Psychol. Rev.*, 1950, 57, 217-228.—It can be maintained that the application of any but ordinal statistics to the results of psychological measurement is unjustified, since there is no operation of addition, and no transitive symmetrical relation of equality. However, the meanings given numbers in measurement can be considered as varying with the operations employed in the measurement. Psychologists can develop measurement operations which will allow the application of statistical methods without a process of addition; e.g. equal-unit and ratio scales.—R. B. Ammons.

2138. Comrey, Andrew L. A proposed method for absolute ratio scaling. *Psychometrika*, 1950, 15, 317-327.—A method of comparative judgment developed by Metfessel (see 22: 920) and providing for internal consistency checks on scale values and experimental interpretations of equal-unit and ratio properties of measurement scales is featured.—M. O. Wilson.

2139. Cornfield, Jerome, & Mantel, Nathan. (National Cancer Institute, Bethesda, Md.) Some new aspects of the application of maximum likelihood to the calculation of the dosage response curve. *J. Amer. statist. Ass.*, 1950, 45, 181-210.—The estimation of the parameters of dosage response curves by the standard probit method is an iterative process beginning with approximations to the parameters and using one or more cycles of computations to "improve" these estimates until they converge. A table and method for computing the maximum likelihood solution which converges more rapidly than the standard probit method is presented. A procedure for obtaining more accurate initial approximations is given, and the problem of the bias of the maximum likelihood estimates in small samples is considered.—G. C. Carter.

2140. Freund, John E. (Alfred U., N. Y.) The degree of stereotypy. *J. Amer. statist. Ass.*, 1950, 45, 265-269.—A descriptive measure of the distribution of responses in multi-choice situations is defined as a function of the probabilities of the various choices. The moments of this parameter, called the *Degree of Stereotypy*, are considered, and the parameter compared with other measures of stereotypy.—G. C. Carter.

2141. Glaser, Robert. (U. Kentucky, Lexington.) Multiple operation measurement. *Psychol. Rev.*, 1950, 57, 241-253.—This study is concerned with an analysis of the method of multiple operation measurement in psychological testing. A theoretical model is presented which postulates certain response properties of this type of measurement. On the basis of this model, some expected relationships between test score and the amount of inconsistency of response to test items are predicted. From a proposed model of the response properties of multiple operation measurement with two-dimensional tests, applications are made to the problem of identifying the dimension on a test to which certain items belong.—R. B. Ammons.

2142. Green, Bert F., Jr. (Educational Testing Service, Princeton, N. J.) A test of the equality of standard errors of measurement. *Psychometrika*, 1950, 15, 251-259.—Testing significance of group differences in standard error of measurement of a test is the chief concern of this paper. The tests used in ascertaining reliability and variance of errors of measurement are assumed parallel for each group (Wilks criterion). The test scores of all groups should have the same mean, variance, and covariance (Votaw criterion, 23: 2037). When Votaw's criterion does not hold, because variance and reliability of the test differ widely from group to group, the Neyman-Pearson criterion may be used.—M. O. Wilson.

2143. Greenwood, Joseph A., & Sandomire, Marion M. (Navy Dept., Washington, D. C.) Sample size required for estimating the standard deviation as a per cent of its true value. *J. Amer. statist. Ass.*, 1950, 45, 257-260.—The need of a rational selection of sample size when it is desired to estimate the standard deviation is frequently encountered. Changing the permissible error of the estimate from an absolute to a relative one is acceptable in many cases and permits an exact *a priori* solution to the problem of sample size without involving any previous estimates.—G. C. Carter.

2144. Guilford, J. P. (U. Southern California, Los Angeles), & Michael, William B. Changes in common-factor loadings as tests are altered homogeneously in length. *Psychometrika*, 1950, 15, 237-251.—The following estimates can be made by use of formulae derived if factor loadings and the internal reliability of a test of unit length are given: (1) common-factor loadings for a homogeneous test of length n , (2) number of times (n) a test must be lengthened homogeneously to achieve a factor loading of desired magnitude, and (3) the r between two tests, either

or both of which have been altered in length as a function of (a) new factor loadings in the altered test, or (b) the original loadings in the unit-length tests.—*M. O. Wilson.*

2145. Gulliksen, Harold. (*Educational Testing Service, Princeton, N. J.*) The reliability of speeded tests. *Psychometrika*, 1950, 15, 259-271.—Methods for estimating the reliability of a partially speeded test without the use of a parallel form are illustrated. They effect some saving of time under certain conditions.—*M. O. Wilson.*

2146. Hammer, Preston C. (*Oregon State Coll., Corvallis.*) Interference with a controlled process. *J. Amer. statist. Ass.*, 1950, 45, 249-256.—A model is developed for a consistent form of altering a process which would have been "in control" if left alone. This interference has the effect of increasing the apparent standard deviation of the variable. For the model considered, all first and second order moments and the serial correlations are calculated. The limiting values of these moments are shown.—*G. C. Carter.*

2147. Horst, Paul, & Smith, Stevenson. (*U. Washington, Seattle.*) The discrimination of two racial samples. *Psychometrika*, 1950, 15, 271-291.—The procedure, which utilized 19 different anthropometric measurements on two racial groups, gave maximum differentiation between the groups. An iterative method which selects in sequence those variables which together yield the largest multiple r with a criterion, and which is less laborious than multiple regression constants is featured.—*M. O. Wilson.*

2148. Johnson, Palmer O. (*U. Minnesota, Minneapolis.*) The quantification of qualitative data in discriminant analysis. *J. Amer. statist. Ass.*, 1950, 45, 65-76.—The extension of discriminatory analysis to the case where the primary data are qualitative is discussed. The general principle in the use of the discriminant function in the case of two classes is to determine a set of adjustable coefficients chosen so as to maximize the ratio of the difference between sample means to the standard deviation within the two classes. When a single chosen component is to be maximized relative to a set of other components, the equations are linear. In the case discussed there is a two-way table of non-numerical observational data where the solution of equations of higher degree is required. Application is made to the problem of scoring letter grades in school subjects so as to maximize individual differences.—*G. C. Carter.*

2149. Kuznets, Simon. (*U. Pennsylvania, Philadelphia.*) Conditions of statistical research. *J. Amer. statist. Ass.*, 1950, 45, 1-14.—Statistical data defined as numerical observations of aggregates, statistical theory defined as a body of tools for use in collecting and analyzing observations, social-act origin of data, reliability of data, moral pressures, economic pressures, intellectual pressures, and problems to be encountered in the accumulation of data are discussed. One must seriously question a great variety of statistical analyses that consciously or

unconsciously are based upon too easy an assumption of post-experimental types of variance. Little progress can be expected in a field such as we are dealing with unless we cull out untenable results. Under the shock of the catastrophic events of recent decades, belief in the possibility and usefulness of scientific study of human society has grown perceptibly weaker. Such basic beliefs warrant examination of conditions of statistical research in the spirit of setting a task for the future rather than of apology for the past and for failure to go on; in terms of hope rather than of despair.—*G. C. Carter.*

2150. Mollenkopf, William G. (*Educational Testing Service, Princeton, N. J.*) An experimental study of the effects on item-analysis data of changing item placement and test time limit. *Psychometrika*, 1950, 15, 291-317.—In the two forms of each test used the items were identical but items appearing early in one form appeared later in the other. Each form was administered, once with a short time limit and once with an ample time limit, to comparable groups. Indices of difficulty and biserial r were all found to have "undesirable characteristics for items appearing late in a speeded test."—*M. O. Wilson.*

2151. Rose, Arnold M. (*U. Minnesota, Minneapolis.*) A weakness of partial correlation in sociological studies. *Amer. sociol. Rev.*, 1949, 14, 536-539.—"Partial correlation—or any statistical method of holding factors constant—is not a substitute for scientific experiment in getting knowledge about cause and effect relationships. Exceptions occur where there is outside knowledge that there is a necessary relationship between a factor to be held constant and a factor under study. The simple correlation, while it gives no knowledge about cause and effect relationships, has an administrative value which is not so often possessed by the partial correlation." Examples are given of correct and incorrect reasoning with partial correlation.—*W. W. Charters, Jr.*

2152. Sherman, Jack, & Morrison, Winifred J. (*Texas Co. Res. Lab., Beacon, N. Y.*) Simplified procedures for fitting a Gompertz curve and a modified exponential curve. *J. Amer. statist. Ass.*, 1950, 45, 87-97.—Simplified methods for fitting a Gompertz curve and a modified exponential curve are described. These methods, and the one described by Spurr and Arnold for fitting a logistic curve, are useful in determining which type of growth curve is most appropriate for a given set of data.—*G. C. Carter.*

2153. Sprowls, R. Clay. (*U. Chicago, Ill.*) Statistical decisions by the method of minimum risk: an application. *J. Amer. statist. Ass.*, 1950, 45, 238-248.—A. Wald's method of minimum risk is a simple rule for deciding whether to adopt any recommended system for betting on race horses. A detailed example is given to illustrate. Extensions to more realistic problems about horse betting and to more dignified risk opportunities such as quality control are suggested.—*G. C. Carter.*

2154. Williams, C. Arthur, Jr., (*Columbia U., New York.*) On the choice of the number and width

of classes for the chi-square test of goodness of fit. *J. Amer. statist. Ass.*, 1950, 45, 77-86.—The technique suggested by H. B. Mann and A. Wald for selecting the number and width of class intervals for the chi-square test of goodness of fit when the null hypothesis distribution is continuous and completely specified is described. The number of classes is selected by means of a formula depending upon the sample size and the level of significance and the class limits are chosen so that each class contains the same number of items under the null hypothesis. It is suggested that the number of classes as given by the formula may be halved for practical purposes.—G. C. Carter.

(See also abstracts 2372, 2700).

ORGANIZATIONS

2155. American Psychological Association. (Hil-dreth, Jane D., Ed.) *American Psychological Association 1950 directory*. Washington, D. C.: Author, 1950. xxviii, 262 p. \$2.00.—Contains alphabetical and geographical lists of 59 life members, 1439 fellows, and 5775 associates, current and past officers, by-laws, affiliated organizations, membership lists of the 17 divisions, and diplomates of the American Board of Examiners in Professional Psychology.

HISTORY & BIOGRAPHY

2156. ———. Herr Professor Hakusi Tane-nari Chiba. *Toh. Psychol. Fol.*, 1942, 9.—Portrait, frontispiece.

2157. ———. E. Lowell Kelly. *Amer. Psychologist*, 1950, 5, 431.—Portrait.

2158. ———. C. E. Seashore. *Amer. J. Psychol.*, 1950, 63.—Portrait facing p. 317.

2159. ———. Edward L. Thorndike. *Amer. J. Psychol.*, 1950, 63.—Portrait, frontispiece preceding p. 161.

2160. [Anon.] *Verzeichnis der Arbeiten von Herrn Professor T. Chiba*. (List of Professor T. Chiba's works.) *Toh. Psychol. Fol.*, 1942, 9, 1-3.—Bibliography.

2161. [Anon.] *Verzeichnis der Dissertationen*. (List of dissertations.) *Toh. Psychol. Fol.*, 1942, 9, 4-5.—Dissertations written under Professor T. Chiba.

2162. Bentley, Madison. (Palo Alto, Calif.) *An early 'fish target.'* *Amer. J. Psychol.*, 1950, 63, 260-261.—The 1904 study by Washburn and Bentley is briefly described. A few observations regarding the comparison of this and later techniques are given.—S. C. Ericksen.

2163. Broad, C. D. (U. Cambridge, Engl.) *Immanuel Kant and psychical research*. *Proc. Soc. psych. Res., Lond.*, 1950, 49, 79-104.—Two writings of Kant in which he discusses Swedenborg and some of his unusual experiences that apparently fall within the area of psychical research or parapsychology are considered. The article summarizes Kant's the-

oretical views on the problems raised by such claims as those of Swedenborg.—J. G. Pratt.

2164. Goodenough, Florence L. (U. Minnesota, Minneapolis.) *Edward Lee Thorndike: 1874-1949*. *Amer. J. Psychol.*, 1950, 63, 291-301.—Obituary.

2165. Harlow, Harry F. (U. Wisconsin, Madison.) *Vivian Allen Charles Henmon: 1877-1950*. *Amer. J. Psychol.*, 1950, 63, 462-463.—Obituary.

2166. Harper, Robert S. (Knox Coll., Galesburg, Ill.) *The first psychological laboratory*. *Isis*, 1950, 41, 158-161.—The origin and early development of the psychological laboratories of James and Wundt are described and contrasted. It is concluded that the Harvard Laboratory started as early as the one at Leipzig. A list of psychological laboratories earlier than 1900 is included.—C. M. Louttit.

2167. Hunter, W. S. (Brown U., Providence, R. I.) *Biographical memoir of James Rowland Angell 1869-1949*. *Nat. Acad. Sci., Biog., Mem.*, 1950, 26(10), 191-208.—A biography of Angell with particular emphasis on his work in psychology. Portrait. 2-page bibliography.—C. M. Louttit.

2168. Kris, Ernst. *The significance of Freud's earliest discoveries*. *Int. J. Psycho-Anal.*, 1950, 31, 108-116.—From previously unpublished writings of Freud, focus is turned to "three interrelated problems in the early history of psycho-analysis: on the relation of psychology to physiology in Freud's thought, on the circumstances that led to the discoveries concerning infantile sexuality, and on the meaning of metapsychology for the development of Freud's ideas."—N. H. Pronko.

2169. Loewenberg, Richard D. *Wilhelm Lange-Eichbaum and "the problem of genius."* *Amer. J. Psychiat.*, 1950, 106, 927-928.—Dr. Lange postulated that genius is a functional concept: the sociological, religious, and psychological relationships of a bearer of spiritual values to the consuming congregation of mankind. His life work concentrated on establishing pathography as a science, combining psychiatric and sociological insight. As a disciple of the Gaupp school he laid the groundwork in careful pathographies of famous geniuses, his last being a study of Nietzsche.—R. D. Weits.

2170. Lowrey, Lawson G. *Adolf Meyer, M.D., 1866-1950*. *Amer. J. Orthopsychiat.*, 1950, 20, 424.—Obituary.

2171. Riesman, David. *The themes of heroism and weakness in the structure of Freud's thought*. *Psychiatry*, 1950, 13, 301-315.—The author examines "Freud's ideal and its counterimage of weakness" in detail as revealed in his personal life and his theoretical writings and in their interrelationship.—N. H. Pronko.

2172. Stoddard, George D. *Carl Emil Seashore: 1866-1949*. *Amer. J. Psychol.*, 1950, 63, 456-462.—Obituary.

PROFESSIONAL PROBLEMS OF PSYCHOLOGY

2173. Ås, Arvid. (U. Oslo, Norway.) *Utdanning av psykologer i Norge*. (The training of psycholo-

gists in Norway.) *Nord. Psykol.*, 1949, 1, 43-46.—Pressed by the need for well-trained psychologists in many fields, a new law was enacted in 1948 concerning the requirements for graduate study in psychology at the University of Oslo. Besides a theoretical course, courses in experimental psychology and testing, and a six-months internship (in the discipline selected) are now required. There are some 400 graduate students in psychology. The absence of the necessary number of well-qualified teachers has proven a definite handicap.—*M. L. Reymert.*

2174. Brieland, Donald M. (U. Minnesota, Minneapolis.) *The psychologist as speaker.* *Amer. Psychologist*, 1950, 5, 409-411.—The author makes suggestions as to (1) the presentation of individual papers as well as to (2) principles relating to symposia and panel discussions. Constructive as well as destructive criticism is presented.—*R. Mathias.*

2175. Ekman, Gösta. *Psykologutbildningen i Sverige.* (Psychological training in Sweden.) *Nord. Psykol.*, 1949, 1, 47-49.—Until recently psychological study in Sweden has been of an overwhelmingly theoretical nature. Prompted by numerous demands from various practical fields for qualified psychologists, the Swedish Psychological Association in 1949 sent a petition to the government for a special committee to be named with instructions to prepare a definite program for training in theoretical as well as the various branches of clinical and applied psychology.—*M. L. Reymert.*

2176. Eysenck, H. J. (Maudsley Hosp., London, Eng.) *Function and training of the clinical psychologist.* *J. ment. Sci.*, 1950, 96, 710-725.—Status of the clinical psychologist in America is compared with that in England, and it is concluded that training should be not in a university but in a special institute connected with a hospital, that research should be more strongly stressed rather than therapy, for therapy belongs to the psychiatrist, and that closer cooperation between psychology and psychiatry is needed. 22-item bibliography.—*W. L. Wilkins.*

2177. Fälthelm, Åke. *Planerad skolpsykologverksamhet i Sverige.* (Planned school psychological work in Sweden.) *Nord. Psykol.*, 1949, 1, 108.—The School Commission of 1946 recommended that a school psychologist be employed in each of the 52 school districts. So far there are just a few school psychologists in active work in Sweden.—*M. L. Reymert.*

2178. Gardner, George E. (Judge Baker Guidance Center, Boston, Mass.) *Problems in the clinical training of the clinical psychologist.* *Amer. J. Orthopsychiat.*, 1950, 20, 315-327.—The problems that arise in carrying out a clinical training program for psychologists are outlined in detail. There are the general problems of when training should begin, whether the internship year should be in a mental hospital, whether a split internship year is preferable, and then there are the general administrative and supervisory problems. There is a discussion by David Shakow.—*R. E. Perl.*

2179. Gralnick, Alexander. *A postgraduate psychoanalytic training program; its evolution, principles, and operation at the New York Medical College.* *Amer. J. Psychiat.*, 1950, 106, 841-844.—That psychoanalytic education has been conducted in private institutions rather than in medical schools has introduced the need for such a reversal in educational policy, the results being the first successful training program instituted at New York Medical College. The general outline along with the six requirements for admission is included. The curriculum recommended by the American Psychoanalytic Association includes: (1) personal analysis, (2) classroom instruction, (3) supervised clinical work. The merits of such a program which fosters the medical validity of psychoanalysis are discussed.—*R. D. Weitz.*

2180. Group for the Advancement of Psychiatry. *Committee on Clinical Psychology. The relation of clinical psychology to psychiatry.* Report No. 10, July 1949. *Amer. J. Orthopsychiat.*, 1950, 20, 346-354.—After reviewing the nature of clinical psychology, the areas of activity of the clinical psychologist, and the training of the clinical psychologist, the report concludes that the clinical psychologist will be able to make his most effective contribution to the total areas dealing with mental health and emotional adjustment if he works in direct association with psychiatrists. 17 references.—*R. E. Perl.*

2181. Haugland, Åge. (U. Copenhagen, Denmark.) *Psykologernes uddannelsesforhold i Danmark.* (Conditions for training of psychologists in Denmark.) *Nord. Psykol.*, 1949, 1, 37-40.—The need for psychological training is constantly increasing and there are now some 300 graduate students in this discipline at the University of Copenhagen reaching for degrees of Magister or candidate in psychology. There are plans for the establishment of a Child Guidance Clinic in connection with the Psychological Laboratory of the University which would serve as both a service and a training center. Child psychologists, psycho-technicians, psychological counselors, school psychologists and psychologists to serve in the armed forces are much in demand.—*M. L. Reymert.*

2182. Kärnä, Maire. *Skolpsykologens ställning i Finland.* (The standing of the school psychologist in Finland.) *Nord. Psykol.*, 1949, 1, 100-103.—At present there are only three school psychologists in Finland, two with the Finnish-speaking graduate schools in Helsingfors and one in Tammerfors. Several psychologists doing also school psychological work are attached, however, to various Mental Hygiene Clinics. There is much public discussion going on regarding the need of school psychologists, and great improvements are being looked forward to in the immediate future.—*M. L. Reymert.*

2183. Kelly, E. Lowell (U. Michigan, Ann Arbor.), & Fiske, Donald W. *The prediction of success in the VA training program in clinical psychology.* *Amer. Psychologist*, 1950, 5, 395-406.—A research program at the U. of Michigan has studied applicants

and trainees of nearly forty departments of psychology. Objective, projective, subjective, clinical and quantitative data are utilized. From 1946-1948 about three fourths of the trainees in the V.A. clinical psychology program were studied. Tentative findings include: (1) comparison of clinical and non-clinical students; (2) inter-institutional differences; (3) correlations between predictive measures and criteria (a) prediction of failure in training (b) prediction of evaluations by superiors. The strength of motivation and absence of conflicting drives in selection for professional training is emphasized.—*R. Mathias.*

2184. Lehtovaara, Arvo. *Psykologernas utbildning i Finland.* (Psychological training in Finland.) *Nord. Psykol.*, 1949, 1, 41-42.—There are three main centers for psychological training in Finland: University of Helsingfors, University of Åbo, and the Pedagogical Institute in Jyväskylä. Following graduation from the gymnasium the students may obtain three academic degrees in psychology, based on more and more extensive curricula, the highest being laudatur in psychology. In 1949 there were about 300 students working for one or the other of these degrees in Finland.—*M. L. Reymert.*

2185. Longstaff, H. P. (*U. Minnesota, Minneapolis*), Speer, George S., McTeer, Wilson, & Hartson, L. D. A survey of psychologists in four midwestern states. *Amer. Psychologist*, 1950, 5, 422-423.—Names of psychologists were obtained from membership lists of state psychological associations in Michigan, Ohio and Minnesota. In Illinois names were obtained from psychological associations, rosters of professional employment as well as other sources. Data are analyzed in tables showing (1) A.P.A. affiliation of 1293 employed psychologists and (2) percentage of psychologists with Ph.D. and those without analyzed by field and membership in A.P.A. The study shows that many persons are employed as psychologists without the doctorate. Effective communication should be maintained with this large group.—*R. Mathias.*

2186. Oftedal, Dagny. *Skolepsykologisk arbeid i Norge.* (School psychological work in Norway.) *Nord. Psykol.*, 1949, 1, 104-107.—The report is concerned mainly with conditions in Oslo. The "School Psychological Office" has one psychiatrist, three psychologists, one intern and two "social curators." There is much interest in spreading this kind of assistance to other school communities. The academic and training requirements for school psychologists are still under discussion.—*M. L. Reymert.*

2187. Rogers, Carl, Marquis, Donald G., Hilgard, Ernest R. ABEPP policies and procedures. *Amer. Psychologist*, 1950, 5, 407-408.—Three ex-presidents of the A.P.A. were invited to sit with the board during its meeting in Chicago, May 20-22, 1950. Impressions gained by these individuals are given. Suggestions for future procedures are made.—*R. Mathias.*

2188. Speer, George S. (*Illinois Institute of Technology, Chicago*.) A survey of psychologists in

Illinois. *Amer. Psychologist*, 1950, 5, 424-426.—A total of 712 names were obtained. The criteria of selection were, (1) membership in a professional association, or (2) employment as a psychologist by a reputable employer. Statistical tables show (1) sex, degree, affiliation and employment of psychologists with known position and education, and (2) affiliation and sex of 672 Illinois psychologists. Results of the survey are discussed in terms of (1) membership, (2) sex, (3) field of activity, (4) education, (5) education and employment area. The effect of licensure is also considered. In Illinois the psychologist with the MA is responsible for most of the applied work.—*R. Mathias.*

2189. Thompson, Clare Wright. (*U. California Med. Sch., San Francisco*), & Bradway, Katherine. The teaching of psychotherapy through content-free interviews. *J. consult. Psychol.*, 1950, 14, 321-323.—Content-free interviews (using numbers instead of words) are valuable teaching devices because they force the "overideational pre-Ph.D." to examine the intangibles which are so foreign to his academic experience. The technique may have value in contributing to an appraisal of students' potential psychotherapeutic abilities.—*S. G. Dulsky.*

2190. Torpe, Harald. *Skolepsykologien i Danmark.* (School psychology in Denmark.) *Nord. Psykol.*, 1949, 1, 86-99.—Since the establishment of the Society for Experimental Pedagogy in 1914, the school psychological work in Denmark has been fostered by an Association for School Psychologists comprised of representatives from teachers associations, school administrators, psychologists, etc. Achievement tests have been worked out in the fields of writing, arithmetic, spelling, silent reading, general intelligence and school placement. School psychologists are now employed in many Danish communities. Their work is discussed in detail. A new law concerning the care of backward pupils will be in effect April 1, 1950. This law will undoubtedly call for more well-qualified school psychologists.—*M. L. Reymert.*

2191. Trow, Wm. Clark (*U. Michigan, Ann Arbor*.) Survey of psychological service centers. *Amer. Psychologist*, 1950, 5, 412-421.—This is a report by the Chairman of the Committee on Psychological Service Centers. The report utilized detailed questionnaires that were completed by 548 service centers. The information obtained from each center is grouped under the headings of (1) organization, (2) staff, (3) clientele, (4) types of problems accepted, (5) types of service rendered. 26 statistical tables are given. Evaluative criteria toward acceptability of a center are to be absolute ones and relative ones.—*R. Mathias.*

2192. Young, Robert A. (*Judge Baker Guidance Center, Boston, Mass.*) The status of the clinical psychologist in therapy. *Amer. J. Orthopsychiat.*, 1950, 20, 311-314.—The most important consideration at this time for clinical psychologists who plan to do therapy is to be sure that their theoretical and practical education in therapy is well grounded

within the framework of dynamic psychiatry, for it is through these concepts that the best insight into human conduct is gained. They must accept the fact that a good deal of their training in the therapeutic area must be dependent upon the medical profession. One must be prepared to invest years in gaining therapeutic competency.—*R. E. Perl.*

PHYSIOLOGICAL PSYCHOLOGY

2193. Hager, Don J. (*Princeton U., N. J.*) Some observations on the relationship between genetics and social science. *Psychiatry*, 1950, 13, 371-379.—Some of the core concepts and theories of human genetics are reviewed for the purpose of showing their relevance for social scientific study.—*N. H. Pronko.*

2194. Hogben, Lancelot. (*U. Birmingham, Eng.*) The methodology of medical genetics. In *Green, D. E., & Knox, W. E., Research in medical science*, (see 25: 2509), 63-93.—Some of the common pitfalls of human genetics and techniques for avoiding them are pointed out. It is considered necessary to break fresh ground before further progress is made in the field of medical applications of human genetics.—*N. H. Pronko.*

2195. Keys, A., Brozek, J., Henschel, A., Mickelsen, O., & Taylor, H. L. The biology of human starvation. Minneapolis: Univ. of Minnesota Press, 1950. 2 vols. xxxii, 1385 p. \$24.00.—This is a detailed report on the Minnesota starvation-rehabilitation experiment (1944-1946), integrated into a survey of world literature on the subject (up to 1949). Volume I presents background information, incl. general features of the study; morphology; biochemistry; and physiology, incl. special senses, neuromuscular functions and motor performance, and sexual function. Volume II is devoted to psychology (pp. 767-918) and special problems, incl. anorexia nervosa and evaluation of diets for nutritional rehabilitation; it contains several appendixes (methods, raw data), bibliographical references (pp. 1255-1342), and detailed index. The section on psychology deals with behavior and complaints in natural and experimental starvation, intellectual functions, and personality. Characteristic starvation changes included a marked depression, irritability, intense preoccupation with thoughts of food, decrease in self-initiated activity, loss of sexual drive, and social introversion. Eight case studies are presented and social implications of semistarvation are considered.—*J. Brozek.*

2196. Rees, Linford. A factorial study of physical constitution in women. *J. ment. Sci.*, 1950, 96, 619-632.—Factorial analysis of intercorrelations of 15 anthropometric variables in a group of 200 female neurosis patients showed a general factor influencing growth in all directions and a type factor, bipolar, having positive saturation with length and negative saturation with breadth, width, and circumference. Regression equation containing weights calculated from saturation yielded a new index of female body

build equalling $+.59$ stature $+.47$ symphysis height $-.31$ chest circumference $-.64$ hip circumference. This index was applied to a group of 400 other female neurotics and gave a unimodal and normal frequency distribution, thus throwing doubt on the existence of discrete physical types. 40 references.—*W. L. Wilkins.*

2197. Roboz, P. Beobachtungen über das Facialisphänomen. (Observations on the facialis-phenomenon.) *Z. Kinderpsychiat.*, 1950, 16, 195-199.—In nearly 90% of a group of 843 healthy school children, the facialis phenomenon is more accentuated on the right side, but in 80% the difference is slight. It is presumably just one more asymmetry of the human body. Whether it is genuine or of peristaltic origin could not be determined. Future investigations will determine the distribution of predominance in pathologic conditions. French and English summaries.—*G. Rubin-Rabson.*

2198. Shorr, Ephraim. (*Cornell U. Med. Coll., New York.*) The endocrines: servants or masters? In *New York Academy of Medicine, The future in medicine* (see 25: 2514), 20-50.—Concerning the influence of the endocrines on behavior, Shorr believes that the sum total of personality is the resultant of an interaction of many factors, of which the endocrine glands represent merely one. He concludes that the endocrines are servants as well as masters; masters in the sense of being "essential for the harmonious coordination of all the specialized activities of the higher organisms," servants in the sense of being normally subservient to tissue needs in general.—*H. H. Strupp.*

(See also abstracts 2147, 2365)

NERVOUS SYSTEM

2199. Ebin, Judah. (*N. Y. Post-Graduate Med. Sch.*) Neurology. In *Green, D. E., & Knox, W. E., Research in medical science* (see 25: 2509), 452-465.—Current trends in neurological research are considered as they pertain to epilepsy, multiple sclerosis, mental disorder and basal ganglia disease. In each case, the underlying physiology and pathology have been analyzed. The disease has then been produced and analyzed in experimental animals and therapeutic and surgical techniques have been evolved to deal with it.—*N. H. Pronko.*

2200. Himwich, H. E., Essig, C. F., Hampson, J. L., Bales, P. D., & Freedman, A. M. (*Army Chemical Center, Md.*) Effect of trimethadione (tridione) and other drugs on convulsions caused by di-isopropyl fluorophosphate (DFP). *Amer. J. Psychiat.*, 1950, 106, 816-820.—Trimethadione restores the normal EEG after the production of grand-mal-like electrical patterns in rabbits by DFP; administered before DFP it prevents the establishment of the seizure pattern. Atropine both prevents the electrical seizures and restores the control EEG after the abnormal brain waves have been evoked by DFP. Pentothal has been used successfully to restore the normal EEG after seizure patterns have

been produced. Phenobarbital possesses both preventive and curative effects while dilantin has been used only to keep the convulsive pattern from occurring.—R. D. Weitz.

(See also abstract 2120)

RECEPTIVE AND PERCEPTUAL PROCESSES

2201. Fernberger, Samuel W. (U. Pennsylvania, Philadelphia.) An early example of a 'hidden-figure' picture. *Amer. J. Psychol.*, 1950, 63, 448-449.—The etching is shown with the probable dates being estimated between 1821 and 1836.—S. C. Ericksen.

2202. Mausner, Bernard, & Siegel, Arthur. (New York U.) The effect of variation in "value" on perceptual thresholds. *J. abnorm. soc. Psychol.*, 1950, 45, 760-763.—A group of 36 adolescent stamp collectors learned the purported values of a series of postage stamps. Perceptual thresholds, defined as the shortest duration at which correct identification could be made under tachistoscopic exposure, were then obtained for engravings of these stamps. No relation between the learned value of the stamps and the shortest duration at which identification occurred was found. The hypothesis that "ease of perception" is a function of "value" of the object perceived, was not supported. The experiment is described in detail.—H. P. David.

2203. Mayne, Robert. (Goodyear Aircraft Corp., Akron, O.) The dynamic characteristics of the semicircular canals. *J. comp. physiol. Psychol.*, 1950, 43, 309-319.—A formula is developed relating the signal output of the semicircular canals to the angular velocity of the head during rotational motion. The proportionality between output and angular velocity is most regular within middle ranges of acceleration, and is less accurate "if the velocity is within or below a threshold region, if it is above the linearity limits of the system, or if the input frequency is above or below a certain range."—L. I. O'Kelly.

2204. Nash, Myrtle Corliss. (Union Coll., Schenectady, N. Y.) An experimental test of the Michels-Nelson theory of judgment. *Amer. J. Psychol.*, 1950, 63, 214-220.—25 Ss divided into groups of 5 each judged stimulus-weights ranging from 50 gm. to 850 gm., by means of 1 of 5 scales, each scale being composed of 11, 9, 7, 5, or 3 categories. The 4 predictions tested are: (1) A linear relation should exist between judgments and the logarithm of the stimuli intensity; (2) The value of the adaptation-level should be independent of the choice of judgment scale; (3) The slope of the line (1 above) should be a known function of the number of categories in the judgment scale; (4) When an attempt is made to increase the number of judgment categories above a certain limit, the slope of the line should approach a constant independent of the number of categories. It is concluded from the data that each prediction which could be applied to the present data on lifted-weights has been verified within the accuracy of the observations.—S. C. Ericksen.

2205. Pfaffmann, Carl (Brown U., Providence, R. I.), & Bare, John K. Gustatory nerve discharge in normal and adrenalectomized rats. *J. comp. physiol. Psychol.*, 1950, 43, 320-324.—"The gustatory sensory threshold of the white rat was determined from the gustatory afferent nerve discharges in the chorda tympani nerve following the application of sodium chloride solutions to the tongue. The thresholds of both normal and adrenalectomized (salt deficient) rats fell at approximately the same value. It is concluded that salt deficiency does not alter the sensitivity of the taste receptors." The writers further point out that clear distinction should be made between sensory threshold and preference threshold.—L. I. O'Kelly.

2206. Riess, Bernard F., Kratka, Harold, & Dinnerstein, Albert. (Hunter Coll., New York.) The relationship between the tilt of a visual field and the deviation of body position from the vertical in the white rat. *J. exp. Psychol.*, 1950, 40, 531-537.—"Rats (N=10) were subjected to a tilted visual field to which they had to respond by locomotor adjustment. Reliable differences in deviation from the vertical were obtained when the visual field was displaced 10° from the horizontal in the right and left direction. The direction of deviation was consistently the same as the tilt of the visual field. . . . A decrease in body dislocation with increased experience in a tilted visual field was established. . . . Sex differences were not significant for any degree of visual field dislocation."—R. B. Ammons.

2207. Urban, F. M. The equality judgments. *Amer. J. Psychol.*, 1950, 63, 282-284.—Seven different arguments are presented which support the conclusion that "only experiments with equality judgment can be interpreted in terms of all the psychophysical methods known at present."—S. C. Ericksen.

(See also abstracts 2125, 2312, 2446)

VISION

2208. Berry, Richard N. (Indiana U., Bloomington), Riggs, Lorin A., & Duncan, Carl P. The relation of vernier and depth discriminations to field brightness. *J. exp. Psychol.*, 1950, 40, 349-354.—Test objects were 2 vertical steel rods placed one above the other with a 3 mm. vertical separation between them. Top rod stationary in both the vernier and real depth situations. Bottom rod adjustable in the frontal plane in the vernier situation; in the median plane in the real depth situation. There were 6 brightnesses of field used. 3 adult male subjects. . . . Depth discrimination is more influenced by brightness changes than is vernier. "It can be postulated on the basis of the data that at the lowest illuminations the essential factor in both vernier and real depth discrimination is the retinal resolution of the single eye. At the higher illuminations differential factors may be assumed to be operating in the two types of discrimination."—R. B. Ammons.

2209. Berry, Richard N. (Indiana U., Bloomington), Riggs, Lorin A., & Richards, Walter. The relation of vernier and depth discrimination to width of test rod. *J. exp. Psychol.*, 1950, 40, 520-522.—"Three adult male subjects viewed two vertical black test rods. . . . The lower rod was moved either in the frontal or in the median plane and was judged in reference to the upper rod. Five widths of test rods were used. . . . The differences between any two mean thresholds in either the real depth situation or the vernier were not significant at the five percent level. . . . It is concluded that changing the angular widths of the test objects within the limits of the present experiment does not significantly affect either vernier or the real depth thresholds."—R. B. Ammons.
2210. Bingley, F. J. The application of projective geometry to the theory of color mixture. *J. opt. Soc. Amer.*, 1950, 40, 264.—Abstract.
2211. Carswell, W. E. Two methods of determining a recognizable relationship between areas of color, related to both Munsell and Ostwald. *J. opt. Soc. Amer.*, 1950, 40, 265.—Abstract.
2212. Coleman, Howard S., & Rosenberger, Harold E. (U. Texas, Austin.) A comparison of visual and photoelectric measurements of the attenuation of brightness contrast by the atmosphere. *J. opt. Soc. Amer.*, 1950, 40, 371-372.—Visual measurements compare favorably with photoelectric ones for the degree of atmospheric attenuation. This conclusion holds for field as well as laboratory observations if care is used to avoid complications due to stray light, inadequate target size, etc.—L. A. Riggs.
2213. Coleman, Howard S., & Rosenberger, Harold E. (U. Texas, Austin.) The effect of wavelength on the attenuation of brightness contrast by the atmosphere. *J. opt. Soc. Amer.*, 1950, 40, 263.—Abstract.
2214. Crane, Marian M. (U. S. Children's Bureau, Washington, D. C.) We study testing of children's eyesight. *Child*, 1950, 15, 15-17.—The St. Louis study of vision testing has been set up to determine best methods of testing both school-age and younger children's vision and the most suitable personnel to administer the tests. The Snellen chart, the Massachusetts Vision Test, and the Keystone Telebinocular Test, the American Optical Company's Sight Screener test, and the Bausch and Lomb Ortho-Rater test, are being evaluated. Three types of testers are used: teacher, school nurse, and technician. Results of the screening procedures are compared with the judgment of an ophthalmologist concerning each child's vision. The data are being analyzed and conclusions will probably be available in late 1950.—M. F. Fiedler.
2215. Fry, Glenn A. (Ohio State U., Columbus.) Effects of uniform and non-uniform surrounds on foveal vision. *Amer. J. Optom.*, 1950, 27, 423-436.—Published reports relevant to this problem are briefly discussed and implications are correlated. Evidence indicates that comparisons of visibility with different backgrounds are best made with backgrounds coextensive with the visual field but that the surround may usually be reduced to about 5 degrees in diameter without appreciable change in the various factors affecting visibility. In individual cases where light is abnormally diffused by ocular media, reduction of brightness of the surround will be of special advantage.—M. R. Stoll.
2216. Gibson, James J. (Cornell U., Ithaca, N. Y.) The perception of visual surfaces. *Amer. J. Psychol.*, 1950, 63, 367-384.—The experiment is a further test and application of the writer's theory that visual space-perception is reducible to the perception of visual surfaces, and that distance, depth, and orientation, together with the constancy of objects, may all be derived from the properties of an array of surfaces. The fundamental "sensations" of space are assumed to be the impressions of surface and edge. Eight tentative phenomenal properties of the experience of a determinate surface are given. The specific experimental findings indicate the general conclusion that: as the gradient of density of the texture of a projected image is increased by the experimenter, the slant of the surface perceived increases correspondingly. The gradient of density and the property of optical slant are in psychophysical correspondence.—S. C. Ericksen.
2217. Hess, Eckhard H. (U. Chicago, Ill.) A practical demonstration of subjective colors. *Amer. J. Psychol.*, 1950, 63, 259-260.—A figure is shown illustrating the inducing pattern and the effects obtained when using rotating disks.—S. C. Ericksen.
2218. Hunt, R. W. G. (Kodak Limited, Harrow, Eng.) The effects of daylight and tungsten light-adaptation on color perception. *J. opt. Soc. Amer.*, 1950, 40, 362-371.—The left and right eyes are separately adapted to different levels of illumination. Fixation points are then presented to each eye in such a way as to provide binocular fusion of the adapting fields. Colored lights are briefly applied to adjacent but non-corresponding points, and the subject matches the color seen by the left eye with that seen by the right. Colors appear, in general, more saturated for the light-adapted eye than for the dark-adapted. It is suggested that there is more intermingling of responses from neighboring retinal areas in the dark-adapted eye. A photochemical basis for these changes is suggested by the slowness of the color shifts during changes in level of adaptation.—L. A. Riggs.
2219. Ivanoff, Alexandre. Au sujet de l'aberration géométrique de l'oeil. (Geometric aberration of the eye.) *C. R. Acad. Sci. Paris*, 1950, 231, 526-528.—An experiment is reported which, the author states, establishes that the geometric aberration of the eye is a first approximation to spherical aberration. This fact is not self evident, as is sometimes believed, because the eye is not a rigorously centered system.—R. W. Burnham.
2220. Johansson, Gunnar. Configurations in the perception of velocity. *Acta psychol.*, 1950, 7, 25-79.—Is the experienced velocity of a visible object in

motion influenced by the motion of another object in the same perceptual field, and, if so, what factors determine the influence? To the first question the experimental answer is affirmative even if one object is at rest. Two objects in motion in the same field form a single configuration of motion. Experienced velocity is determined by respective displacement of objects from each other, not by their displacement in relation to the stationary background. English summary.—G. Rubin-Rabson.

2221. Jones, F. Nowell, & Jones, Margaret Hubbard. (U. California, Los Angeles.) A second factor analysis of visibility data. *Amer. J. Psychol.*, 1950, 63, 206-213.—"Spectral sensitivity data for 38 Ss at 20 spectral points were intercorrelated and subjected to a centroid factor analysis. Three factors were found to be sufficient to account for the communalities, and these 3 factors were very similar to those of the first factor analysis of visibility data in patterns of loadings. It is concluded that factor analysis gives consistent results and may profitably be applied to other threshold sensitivity data."—S. C. Ericksen.

2222. Köhler, Wolfgang, & Fishback, Julia. (Swarthmore Coll., Pa.) The destruction of the Müller-Lyer illusion in repeated trials: II. Satiation patterns and memory traces. *J. exp. Psychol.*, 1950, 40, 398-410.—"The destruction of the Müller-Lyer illusion in repeated trials is impeded by long series of experiments, and accelerated by long rest periods. These facts follow from the theory of satiation. Similar phenomena in the field of memory may partly also be caused by satiation. . . . Figural after-effects may persist for large parts of a year. It seems possible that memory traces are weak patterns of satiation; but at the present time no convincing proof of this thesis can be given."—R. B. Ammons.

2223. Lichten, William, & Lurie, Susan. (Swarthmore Coll., Pa.) A new technique for the study of perceived size. *Amer. J. Psychol.*, 1950, 63, 280-282.—A sample experimental procedure is described which eliminates some of the complexities and errors of the experiment previously reported by Holway and Boring. The results confirm the theoretical expectation.—S. C. Ericksen.

2224. MacAdam, D. L. Loci of constant hue determined with various surrounding colors. *J. opt. Soc. Amer.*, 1950, 40, 264-265.—Abstract.

2225. Middleton, W. E. Knowles. (National Research Council, Ottawa, Can.) The colors of distant objects. *J. opt. Soc. Amer.*, 1950, 40, 373-376.—A general formula is developed for expressing the apparent color of a distant object in terms of the ICI chromaticity diagram. One conclusion derived from this work is that the visual range of colored objects does not differ greatly from that of achromatic objects of equivalent brightness.—L. A. Riggs.

2226. Newhall, Sidney M. (Eastman Kodak Co., Rochester, N. Y.) A method of evaluating the spacing of visual scales. *Amer. J. Psychol.*, 1950, 63, 221-

228.—The method is to arrive by progressive approximations at optimal estimates of the relative magnitudes of the visual differences between all adjacent steps of the scale. The technique is described and illustrated in some detail with actual data.—S. C. Ericksen.

2227. Prentice, W. C. H., & Beardslee, David C. (Swarthmore Coll., Pa.) Visual 'normalization' near the vertical and horizontal. *J. exp. Psychol.*, 1950, 40, 355-364.—Experiments were performed to test whether the straightening or normalizing of slightly tilted lines near the vertical and horizontal might occur independently of conditions favorable to the figural after-effect. Lines tilted 10° away from the vertical or horizontal showed a normalization of about 2°. This effect was independent of the simultaneous or previous presence of contours that might produce the typical figural after-effect and was separate from the disorientation phenomena of Wertheimer and Asch and Witkin. It cannot be accounted for in terms of inhomogeneities of the primary visual projection areas. It is necessary to extend the theory of figural after-effects to account for these findings.—R. B. Ammons.

2228. Rubin, Edgar. Nogle geometrisk-optiske figurer. (Some geometric-optical figures.) *Nord. Psykol.*, 1949, 1, 77-78.—Brief discussion of a double Sander-figure. Full account to appear in *Acta Psychologica*.—M. L. Reymert.

2229. Wolf, Ernst, & Zigler Michael, J. (Wellesley Coll., Mass.) Dark adaptation level and size of testfield. *J. opt. Soc. Amer.*, 1950, 40, 211-218.—Data are reported for the dark adaptation of two subjects. Foveal and parafoveal stimulation were used with each of four sizes of test field. In some of the experiments the subject was required to discriminate a grating type of test object, while in others the task was the more usual one of reporting the presence or absence of the test flash. Under all conditions the resulting curves of dark adaptation clearly exhibited the photopic and scotopic segments attributed to cone and rod functions. The transition from one segment to the other occurred at a higher level of test flash brightness for small areas than for large. Likewise the transition brightness was higher for the discrimination than for the mere detection of the test object. Hence it does not appear possible to specify a single brightness level for the transition from cone to rod vision.—L. A. Riggs.

2230. Young, Francis A. (State Coll. Washington, Pullman.) Boring's interpretation of Emmert's law. *Amer. J. Psychol.*, 1950, 63, 277-280.—On the basis of the original study by Emmert and the more recent analysis by Boring, it appears as though some of the factors which are important in respect to size constancy are not of equal importance when we are concerned with projection of after images. It further appears that it would be misleading to make size constancy a corollary of Emmert's law.—S. C. Ericksen.

(See also abstracts 2246, 2693)

AUDITION

2231. Aizawa, Mutuo. (Tohoku U. Sendai, Japan.) Zur Untersuchung über die Mehrseitigkeit des Hörens. (An inquiry into the diversities of hearing.) *Toh. Psychol. Fol.*, 1942, 9, 111-122.—Is the ear a homogeneous structure? Fifteen adults, educated and musically gifted in various degree, were tested for sensitivity to soft noises, to slight changes in pitch, and musical intervals. No close relationship seems to exist among these three. Hallucinations and illusions play some part in hearing. Experimental method needs refinement for more valid conclusions. However, there seems to be a close link between sensitivity of hearing and personality type.—G. Rubin-Rabson.

2232. Arnoult, Malcolm D. (U. Texas, Austin.) Post-rotatory localization of sound. *Amer. J. Psychol.*, 1950, 63, 229-236.—"4 Ss were trained to localize a tonal stimulus at 10°-intervals over a range from 30° L to 30° R. They were then given 10 revolutions in a Bárány chair at a rate of 30 r.p.m. and after coming to rest were required to localize the sounding source placed at 10° L, 0° L, or 10° R in the horizontal plane. Every S received 40 trials with the stimulus in each of the above positions. Both clockwise and counter-clockwise rotations were used." The major findings were: One second after the cessation of rotation, S tended to displace the sound in the direction of the preceding rotation. The magnitude of the spatial displacement by S was between 10° and 20°.—S. C. Ericksen.

2233. Bachem, A. (U. Illinois, Chicago.) Tone height and tone chroma as two different pitch qualities. *Acta psychol.*, 1950, 7, 80-88.—Pitch includes the two components of height and chroma. The former is a logarithmic function of frequency and is partly replaced by "thinking out" toward highest frequencies. Tone chroma is an exact cyclic logarithmic function of frequency and reaches a definite limit near the upper (and perhaps lower) end of the musical range. Crude pitch estimation is based on height, absolute pitch judgment on chroma. Height depends on the average localization of the basilar disturbance; chroma on the recognition and comparison of the maximal disturbances. 26 references. English summary.—G. Rubin-Rabson.

2234. Hardy, William G., (Johns Hopkins U., Baltimore, Md.) & Pauls, Miriam D. So that children may hear better. *Child*, 1950, 15, 18-22.—There is good evidence that about 5% of school children in the United States have impaired hearing. Early diagnosis and treatment can cure or minimize many of these children's hearing impairments. Yet only about 11% of school children have their hearing tested regularly. For those whose hearing impairment is irremediable special education provisions are needed. These needs are discussed in detail with illustrative case studies, as well as causes of hearing impairment and essentials of a good hearing conservation program.—M. F. Fiedler.

2235. Harris, J. Donald. The effect of sensation-levels on intensive discrimination of noise. *Amer.*

J. Psychol., 1950, 63, 409-421.—In one procedure, two-category reports (loud-soft) were required for each item; in the other two, S reported only when he apprehended a stimulus change. The first method yielded the finest index of sensitivity and was much less affected by decrease in intensity. A probable reason for this difference is given in terms of cues below the level of apprehension. The differential intensive threshold for noise increments, under optimal conditions, ranges from 0.42 to 0.72 db.—S. C. Ericksen.

2236. Meyer, Max F. Elasticity in the cochlea and Reboul's computations. *Amer. J. Psychol.*, 1950, 63, 269-277.—Some discussion is given to clear up the confusion existing in the literature regarding the meaning of the term elasticity, as applied to the functioning of the solids and liquids composing the cochlea. A related analysis is then given of Reboul's theoretical discussion of the mechanics of hearing.—S. C. Ericksen.

2237. Schafer, Tillman H. (Navy Electronics Lab., San Diego, Calif.) Influence of the preceding item in measurements of the noise-masked threshold by a modified constant method. *J. exp. Psychol.*, 1950, 40, 365-371.—"The entire psychometric function for three-sec. tonal signals presented at five-sec. intervals in a background of thermal noise varies with the intensity of the preceding signal. . . . Within one db of threshold the number of equally intense signals detected varies by approximately 25 percent as a function of the preceding signal. A relatively intense preceding signal reduces the percentage detected, a moderately intense preceding signal increases it, and a preceding signal at the same intensity slightly reduces it. . . . Following a suggestion of Fernberger's for mitigating the influence of the preceding item, a sequence of a chosen set of signal intensities is given in which each precedes all of the others and itself very nearly the same number of times."—R. B. Ammons.

(See also abstracts 2127, 2636, 2643)

RESPONSE PROCESSES

2238. Abe, Zyunkiti. (Tohoku U., Sendai, Japan.) Über das Essenbewusstsein (II). (On eating consciousness.) *Toh. Psychol. Fol.*, 1942, 10, 1-20.—By means of the association method and observation of three adults, the investigation of eating consciousness origins is continued. The association words comprised two groups: delectable familiar foods, and objectionable foods such as anthropoid lip, peacock tongue, raw mouse with honey. The individual reaction time, the will involved in approaching both pleasantly and unpleasantly-tinged foods, rejection of food elements, etc. reveals not only life patterns as related to food, but the character of each subject.—G. Rubin-Rabson.

2239. Baines, R., & King, E. S. (Hobart Coll., Geneva, N. Y.) A study in the relationship between maximum cranking speed and cranking radius.

Mot. Skills Res. Exch., 1950, 2, 24-28.—"With cranking radii of 3, 5, 7, 9, 11, and 13 cm., and with 40 right-handed male college students whose average age was 20.5 years as Ss, the following conclusions seem justified concerning the relationship between maximum cranking speed and cranking radius, distance traveled, direction of rotation, and hand used: (1) The highest average cranking speed is obtained with the right hand traveling clockwise, with a 3 cm. radius. (2) The highest average cranking speed is obtained for both the right and left hands and for both clockwise and counterclockwise directions with a 3 cm. radius. (3) The average cranking speed is inversely proportional to the cranking radius. (4) The right hand is substantially more efficient than the left hand."—C. Crites.

2240. Brody, Elizabeth G. (U. Minnesota, Minneapolis.) A note on the genetic basis of spontaneous activity in the albino rat. *J. comp. physiol. Psychol.*, 1950, 43, 281-288.—After separating active and inactive strains of rats through several generations a four-year period of non-selective mating within each strain intervened. Tests of each strain after this period showed the active strain, although somewhat less active, to be well within the limits of the preceding selectively bred generations. The inactive strain, however, were more active than the previous selectively bred generations, "which indicates that heterozygosity was present within the strain prior to the cessation of selection." The writer concludes that "there is a major controlling gene pair which differentiates these active and inactive strains of rats but that this gene pair alone does not by any means account for all the differences in activity."—L. I. O'Kelly.

2241. James, W. T., & Boyles, Charles R. (U. Georgia, Athens.) The effect of seizure in rats on food- and water-intake. *Amer. J. Psychol.*, 1950, 63, 284-286.—10 control and 10 experimental animals were observed for a period of 140 days. The results show that seizures following air-blast result in a relatively greater reduction in the food and water consumed in 24 hours but without an appreciable loss in body weight.—S. C. Ericksen.

2242. Marx, Melvin H. (U. Missouri, Columbia.) Experimental analysis of the hoarding habit in the rat. I. Preliminary observations. *J. comp. physiol. Psychol.*, 1950, 43, 295-308.—Detailed records of the behavior of rats while hoarding food, milk or both indicated that the changes in behavior which occurred from test to test were evidence of the learned nature of the hoarding response. Progressive changes in the amount of food hoarded, generalization of the response to wooden blocks under some conditions and discrimination between wood and food in other situations, extinction of response when satiated animals are tested and spontaneous recovery all seem to be suggested by the data. The possibility of a theoretical analysis of hoarding, "based upon the application of established learning principles to the present data" is advanced. 15 references.—L. I. O'Kelly.

2243. Marx, Melvin H., & Jurko, Marion. (U. Missouri, Columbia.) The relationship between the audiogenic seizure and middle ear disease. *J. genet. Psychol.*, 1950, 76, 221-239.—"82 adult albino rats, with known records of audiogenic seizure susceptibility, were autopsied in an effort to determine the extent to which seizure sensitivity is correlated with middle ear disease." An empirical correlation between sensitivity to audiogenic seizure and middle ear infection was substantially confirmed. However there were sufficient exceptions to cast doubt on a necessary relationship.—C. H. Ammons.

2244. Peterson, George M., & Rigney, Joseph W. (U. New Mexico, Albuquerque.) Influence on handedness of acetylcholine locally applied with other chemicals to the cerebral cortex of the rat. *J. comp. physiol. Psychol.*, 1950, 43, 264-271.—After trying the effect of a number of chemicals used together with acetylcholine in topical application to the brain for the purpose of affecting handedness, the effects of Ach with glycine and with a new anticholinesterase, di-isopropyl-fluorophosphate were studied in a systematic factorial design. The results showed Ach to facilitate handedness shifts, and DFP to have a negative effect. Tests of DFP on single-handed animals showed that it produced a marked motor incoordination and inhibition of limb function.—L. I. O'Kelly.

2245. Ross, Robert T. (Long Beach St. Coll., Calif.) Measures of the sex behavior of college males compared with Kinsey's results. *J. abnorm. soc. Psychol.*, 1950, 45, 753-755.—Data obtained from anonymous mailed-questionnaires and an anonymous group-questionnaire in the areas of masturbation, homosexuality, and pre- or extra-marital relations, were compared with the appropriate population figures in Kinsey's report. No significant differences were found. It was concluded that the various techniques of interviewing utilized tended to yield quantitatively similar results.—H. P. David.

2246. Ryan, T. A., (Cornell U., Ithaca, N. Y.), Cottrell, C. L., & Bitterman, M. E. Muscular tension as an index of effort: the effect of glare and other disturbances in visual work. *Amer. J. Psychol.*, 1950, 63, 317-341.—Following a brief review of the general problem and previous research, the apparatus and procedure are described in detail. Three experiments reported are: (1) effects of glare and noise, (2) effects of glare on potentials in six bodily areas, (3) effects of glare during controlled rate of work. Male college students served as subjects. In the third experiment four diverse regions of the body produced significant increments in muscle potentials when the glare was introduced. There was no evidence of differential effects in different areas of the body. The limitations and the advantages of this type of measurement are briefly indicated.—S. C. Ericksen.

2247. Wapner, S. (Clark U., Worcester, Mass.), & Witkin, H. A. The role of visual factors in the maintenance of body-balance. *Amer. J. Psychol.*, 1950, 63, 385-408.—As the visual field was weakened,

eliminated, and finally made unstable, balance became progressively poorer for both men and women. It was found, however, that women showed differentially poorer balance than men when presented with unstable visual surroundings. There were marked and sustained individual differences in performance. By controlling the condition of the visual field in both steadiness and balance, and by introducing a mechanism for adjusting the difficulty of the task to the weight of *S*, a significant relationship was found between steadiness and balance, greater steadiness being associated with better balance. The results of this and related studies suggest that individuals differ notably from each other with respect to extent of dependence on the visual field in their bodily orientations.—*S. C. Ericksen*.

2248. Whitehorn, John C. (*Johns Hopkins U., Baltimore, Md.*) Sex behavior and sex attitudes in relation to emotional health. *Stanford med. Bull.*, 1949, 7(3), 93-99.—The author concludes his series of Jacob Gimbel lectures (see 25: 1660) on sex psychology with stress upon the role of the moral, of the Superego, in determining sexual behavior. Distinction is made between the more primitive or infantile conception of the moral as a pattern of coercive constraint and the more mature notion of it as a partnership in spontaneity, in fellowship which brings people together in a shared experience, in work and in play, in the trivial as well as in the most intimate experiences of life.—*F. C. Sumner*.

COMPLEX PROCESSES AND ORGANIZATIONS

2249. Abe, Saburō. *Der japanische Ausdruck der Tiefe des Gefühls*. (The Japanese expression of depth-affect.) *Toh. Psychol. Fol.*, 1942, 9, 189-212.—The subject is surveyed from several angles: an interpretation of Japanese affect semantics, the expression of emotion dependent on custom, religion, ceremonial, climate and social factors; the dynamics of emotion based on complex and harrowing life situations. A summary of the work in affect of Chiba, Lipps and Krueger is appended.—*G. Rubin-Rabson*.

2250. Child, Irvin L. (*Yale U., New Haven, Conn.*), & Whiting, John W. M. Effects of goal attainment: relaxation versus renewed striving. *J. abnorm. soc. Psychol.*, 1949, 45, 667-681.—An analytic study of incidents in the lives of 151 college students indicated that the appearance of renewed striving toward similar goals, as a response to goal attainment, was associated with "(1) increase in the desire for the attainment of similar goals, (2) increased confidence in one's ability to achieve similar goals, (3) evidence of the appearance of new drives directed at maintenance or improvement of self esteem. (4) The presence of needs and goals of such types that the goal is likely to produce only partial satisfaction of the need." The occurrence of renewed striving as a response to goal attainment

was not considered incompatible with the postulate that a general effect of goal attainment is tension reduction.—*H. P. David*.

2251. Jung, C. G. *Gestaltungen des Unbewussten*. (Creative forms of the unconscious), Zurich: Rascher, 1950. 616 pages. 32 Swiss fr.—This work contains five essays which deal with the creative activity of the unconscious. The first (31 pages), "Psychology and Art," provides an overview of the relationships between the unconscious and literature. Art is conceived as a psychic activity, which objectifies and creates unconscious contents, the interpretation being made in the light of the author's theories of the collective unconscious. The second essay (34 pages) is entitled "On Rebirth," and discusses various forms of rebirth, illustrating symbolisms by reference to examples drawn from the Koran. Essay three (92 pages) demonstrates the process of "individuation" at the hand of 17 pictures, being symbolic representations of archetypical images as experienced by one patient. The symbolism of the Mandala (ind.: circle) is further discussed in the fourth essay (52 pages) with the aid of 54 full-page reproductions. The fifth contribution by Aniela Jaffé (354 pages) represents an application of Jung's theories to a psychological analysis of literature: "Images and symbols from E. T. A. Hoffmann's fairy-tale *Der goldne Topf*. (The golden vessel).—*H. H. Strupp*.

2252. Kitamura, Seirō. *Einige Probleme über das Ich als Erlebnis*. (Some problems concerning ego as experience.) *Toh. Psychol. Fol.*, 1942, 9, 139-146.—The ego is examined in its chronological development, as the body-ego of Lipps, the social-ego of James, the ego unaware, when the self is absorbed in outer processes; the relationship between the ego of self-awareness and the consciously conceived ego. Yoga exemplifies the loss of social feelings and bodily sensations, with the sole remaining emphasis on the basic stream of life, the extra-individual ego.—*G. Rubin-Rabson*.

2253. Kouwer, Benjamin J. *Colors and their character; a psychological study*. The Hague: Martinus Nijhoff, 1949. viii, 191 p. Guilders 6.—Part I is an outline of problems pertaining to color and Part II presents data and conclusions from experimental research. The bulk of the data concerns the word associations tied to color names. "The method of having words distributed to match various colors proved to be a good means of obtaining deeper insight into the character of the colors. . . . The characterological value of the colors appears to be inextricably connected with their nomenclature in the language, with the conventional symbolisms and associations, and all the other cultural forms of color usage.—*N. R. Bartlett*.

2254. Kupper, Herbert I. *Psycho-dynamics of the 'Intellectual'*. *Int. J. Psycho-Anal.*, 1950, 31, 85-94.—The conversion of early oedipal tiers into thought and fantasy that are typical of every intellectual is traced through a variety of stages and final outcomes.—*N. H. Pronko*.

2255. Mundle, C. W. K. (*U. St. Andrews, Scotland.*) The experimental evidence for PK and precognition. *Proc. Soc. psych. Res., Lond.*, 1950, 49, 61-78.—Discusses the experimental evidence for PK (psychokinesis) and for precognition in the light of the difficulties of distinguishing between the two effects. In any apparent case of PK has precognitive knowledge of the events concerned influenced the planning or conduct of the test to enable the subject to achieve his PK success. In any apparent case of precognition, is the event "precognized" actually brought about later by an act of PK in order to make the test a success. The extent to which these questions are answered by some of the existing experimental evidence is considered, and suggestions toward means of making a more definite distinction between PK and precognition are offered.—J. G. Pratt.

2256. Payne, Phoebe D., & Bendit, Laurence J. *This world and that. An analytical study of psychic communication.* London: Faber and Faber, 1950. 194 p. 10s. 6d.—The authors, man and wife, are concerned with describing and explaining certain aspects of personal experience which are illustrated by the parapsychological incidents in P.D.P.'s life. The book does not attempt to reach final conclusions on the topics with which it deals but to consider "how, on what general principle a certain phenomenon is likely to have been produced. This attitude is in sharp contrast to that of the orthodox parapsychologist or psychical researcher. Yet if it was not for the work of these, our own attitude could not be justified."—J. G. Pratt.

2257. Roberts, Gwilym O. *The road to love: how to avoid the neurotic pattern.* New York: Chanticleer Press, 1950. xxiii, 230 p. \$2.95.—The first eight chapters of this simply written book trace "the growth of the love life" through seven stages from infancy to monogamy. Fixations, regressions and other retardations to the development of love are treated in seven chapters. The third part of the book consists of selected readings, a glossary, and both a name and subjects index.—C. R. Adams.

2258. Sumi, Kōhei. (*Tohoku U., Sendai, Japan.*) Notes sommaires sur l'information de l'expérimentation pour le "climat-expérience." (Brief observations on an experiment in "climate-experience.") *Toh. Psychol. Fol.*, 1942, 9, 105-110.—By questionnaire the author attempts to measure any possible relationship between the sensory and affective aspects of "climate-experience." With temperature, humidity, wind and cloud carefully checked, 235 women students for six months, and daily between the same hours, recorded bodily comfort and emotional state. Data show that temperature varies considerably less than affective state, and there is therefore little correlation. Except in extreme weather conditions there is also little relationship between the degree of agreeable sensory feeling and affective response.—G. Rubin-Rabson.

2259. Thompson, Clara. *Some effects of the derogatory attitude towards female sexuality. Psy-*

chiatry, 1950, 13, 349-354.—Freud and his followers have been instrumental in creating distortions in current ideas about female psychosexuality because they saw it through male eyes. It is not penis envy but a failure to accept her own sexuality in its own light that is the central problem of woman. "In this she is hampered by certain attitudes in the culture such as that her sexual drive is not important and her genitals are not clean."—N. H. Pronko.

(See also abstract 2163)

LEARNING & MEMORY

2260. Braun, Harry W., & Patton, R. A. (*Western State Psychiat. Inst., Pittsburgh, Pa.*) Habit reversal after electroshock convulsions as a function of the difficulty of the task. *J. comp. physiol. Psychol.*, 1950, 43, 252-263.—When rats are trained to the same criterion in two simple habits learned sequentially, 12 days of electroshock convulsions fail to produce significant habit reversal in the experimental group. When animals are trained first in a simple habit and then in a complex habit, electroshock produced significant habit reversal. If the order was reversed, so that the complex habit was learned first electroshock produced no habit reversal. "It is concluded that a series of 12 electroshock convulsions can disorganize a recently acquired habit and reinstate a previously learned habit only when the recent habit is relatively more difficult."—L. I. O'Kelly.

2261. Brewer, Paul. (*Vanderbilt U., Nashville, Tenn.*), & Ammons, Carol H. Between-individual performance variability in continuous rotary pursuit. *Mot. Skills Res. Exch.*, 1950, 2, 28-30.—"210 undergraduate women were given 36 trials of 20-sec. duration of continuous practice on pursuit rotors. Analysis of the data showed that there was fluctuation in means and standard deviations with increase in practice, but generally the curves appeared to be negatively accelerated. It appeared that curves of means and standard deviations approximated a straight line function, although the curve for standard deviations was less smooth."—C. Crites.

2262. Brogden, W. J. (*U. Wisconsin, Madison.*) Sensory conditioning measured by the facilitation of auditory acuity. *J. exp. Psychol.*, 1950, 40, 512-519.—Ss of the experimental group responded to a weak tone accompanied by a small increase in the general illumination of the room. S's of the control group were given the same tone without the light. Both groups were instructed to signal E that the tone was heard by pressing a telegraph key. The Ss were then given 30 trials of the tone and then 10 trials of the light and 10 trials of the tone in random order. Finally, one auditory threshold was obtained when the light was present with the tones, and another threshold was obtained without the light. S's of the experimental group showed a significant increase in auditory acuity when the light was present over their auditory acuity without the light. The control group showed no difference in auditory acuity.—R. B. Ammons.

2263. Brown, W. Lynn. (U. Texas, Austin.) The effects of intra-maze tetanizing shock upon the learning and behavior of the rat in a multiple-T maze. *J. genet. Psychol.*, 1950, 76, 313-322.—20 albino rats, 120-150 days old, ran a 14-unit multiple-T maze of Tolman-Honzik type once a day for 15 days. The 10 experimental animals were given a 50 V tetanizing shock in unit 8 on each trial. The results show: (1) "a significant difference in error scores, running time, and retrace scores between control . . . and experimental subjects with intra-maze tetanizing shock in sections anterior to the shock unit . . ." (2) insignificant "differences in error scores, running time, and retrace scores posterior to the shock unit . . ." (3) "The behavior was markedly different between the two groups in the sections anterior to the shock unit, and also different for the experimentals between the anterior and posterior sections."—C. H. Ammons.

2264. Brown, W. Lynn, & Sjöberg, Walter E., Jr. (U. Texas, Austin.) The effects of intra-maze delay. V. Tetanizing shock during various intervals of delay. *J. comp. physiol. Psychol.*, 1950, 43, 272-280.—Using a 14-unit elevated T-maze, groups of rats were run with varying periods of delay on the 8th unit. During the delay period electrical shock was administered to all but the control group. The results are in agreement with previous studies in showing a 45-second and 90-second delay to be a detriment to learning in the sections anterior to the delay segment. There were no significant differences in errors or time between the groups on the maze segments posterior to the delay segment. "The results of the present study, when taken with the results of preceding studies in the series, suggest that the effect of delay on learning is not due to delay *per se* but to the particular 'delay situation.'"—L. I. O'Kelly.

2265. Bugelski, B. R. (U. Buffalo, N. Y.) A remote association explanation of the relative difficulty of learning nonsense syllables in a serial list. *J. exp. Psychol.*, 1950, 40, 336-348.—"128 experienced Ss learned 8 nonsense syllables for 8 trials by the anticipations method. Remote associations were found to decrease with remoteness in a negatively accelerated curve up to the sixth degree of remoteness. . . . First degree remote associations were progressively more frequent to syllables appearing later in the list." Because of different association strengths of each degree at different list positions weights may be assigned to frequencies which provide a theoretical curve showing the greatest negative effect of remote associations in learning to occur just beyond the middle of a list. . . . The concept of the stimulus trace as described by Hull is consistent in every way with the present findings. . . .—R. B. Ammons.

2266. Buss, Arnold H. (Indiana U., Bloomington.) A study of concept formation as a function of reinforcement and stimulus generalization. *J. exp. Psychol.*, 1950, 40, 494-503.—5 groups of 20 Ss were given a learning series in which they were rewarded

if they labeled tall blocks "VEC" and short blocks "not-VEC." 5 series of 8 blocks were used which varied from 0 to 8 in number of tall blocks. All groups were tested without further reward for responses to a criterion series of 6 tall, 3 medium, and 6 short blocks. "The results indicated that the number 'correct' is as much a function of the kind of blocks in the criterion series as of the proportion of positive and negative instances in the learning series. The frequency and latency measures were found to be functionally related to (1) reinforcement of a particular response in the presence of tall blocks; (2) nonreinforcement of this response in the presence of stimuli other than tall blocks; and (3) certain stimulus properties."—R. B. Ammons.

2267. Deese, James. (Johns Hopkins U., Baltimore, Md.) The effect of extinction upon rate of reconditioning. *J. exp. Psychol.*, 1950, 40, 488-493.—"Extinction of a conditioned flexion response results in a decrement in reconditioning as measured against a retention control. Extinction of this response during the acquisition of a second conditioned flexion response also results in a decrement in reconditioning the first response, even though no competition exists between the responses. . . . Generalized extinction (extinction to a different conditioned stimulus) of the first response during the acquisition of a second response also results in a decrement during reconditioning. The decrement in reconditioning resulting from generalized extinction during interpolated conditioning is greater than that due to extinction to the same conditioned stimulus during interpolated conditioning."—R. B. Ammons.

2268. Dinsmoor, James A. (Columbia U., New York.) A quantitative comparison of the discriminative and reinforcing functions of a stimulus. *J. exp. Psychol.*, 1950, 40, 458-472.—36 rats were given 200 cycles of discrimination training in bar-pressing, half with light as the positive discriminative stimulus, and half with darkness. The response was extinguished under a variety of conditions of discriminative stimulus presence or absence. The results indicated that the efficacies of the reinforcing and discriminative roles of a stimulus covary under the establishing and abolishing operations utilized. It was suggested that Skinner's Law of the Extinction of Chained Reflexes should be amplified. Resistance to extinction is affected by the "filter" as well as the reinforcing function of the discriminative stimulus, and separate theoretical accounts of these functions no longer seem necessary.—R. B. Ammons.

2269. Duncan, Carl P. (Northwestern U., Evanston, Ill.) The action of various after-effects on response repetition. *J. exp. Psychol.*, 1950, 40, 380-389.—"Four groups of 30 Ss each were read a list of 39 words under instructions to learn which number between one and 10 was associated with each word. After each response by S, E said "right," or "wrong," or some meaningless word, or nothing at all. . . . One of the stimuli in the approximate middle of the list was isolated by being both preceded and followed by five stimuli which had no after-effect at any time

for any of the Ss. Then the four groups of Ss were differentiated by the type of after-effect given to the isolated stimulus. The group of Ss with no after-effect to the middle 11 stimuli permitted the construction of an empirical baseline of response repetition. The only significant deviation from this baseline occurred when the responses to the isolated stimulus were rewarded; saying "right" produced a significant gain in response repetition. . . . There was no evidence of a spread of effect from either reward or punishment. . . . There was a significant reduction in response variability only in those responses directly rewarded."—R. B. Ammons.

2270. Estes, Lawrence. (U. Southern California, Los Angeles.) A study of reminiscence following spaced and massed practice on a rotary pursuitmeter. *Mot. Skills Res. Exch.*, 1950, 2, 17-21.—"80 Ss were given 8 min. of pursuitmeter practice, rested 10 min., then practiced 1½ min. more. Rests of 0, 15, 30 or 60 sec. were given between 30-sec. practice periods during the first 8 min. Predictions that performance would be progressively better with longer intertrial rests and reminiscence gains would be progressively smaller were borne out."—C. Crites.

2271. Fredericson, Emil. (Jackson Mem. Lab., Bar Harbor, Me.) Cognitive maps and reinforcement. *J. genet. Psychol.*, 1950, 76, 253-262.—"12 highly inbred C-57 Black mice under thirst motivation, found water in a compartment on their right. Non-reinforced trials were introduced alternately in between reinforced trials. During the trials when the animals failed to find water on the right side, there appeared a statistically significant tendency to run back and forth between the right, rewarded, and left, unrewarded side. Evidence is presented which shows that the subjects had, nevertheless, learned that water could be found only on the right side. These alternating movements to the right and left side are believed to represent an attempt at establishing perceptual contrast as between a rewarded and unrewarded place. The repetitive nature of these alternating movements may be an indication of a narrow cognitive map. The formation of this map occurred under conditions of intense thirst."—C.H. Ammons.

2272. Fuller, J. L., & Gillum, Eugene. (Jackson Mem. Lab., Bar Harbor, Maine.) A study of factors influencing performance of dogs on a delayed response test. *J. genet. Psychol.*, 1950, 76, 241-251.—"8 dogs were trained in a discrimination apparatus followed by training in delayed response. 4 animals failed to acquire the discrimination. The successful subjects had limits of delay ranging from 10 to over 60 seconds. An analysis of observed behavior and test performance of the subjects in other situations suggest that the successfully trained animals were free of avoidance responses to human handlers, and readily trained in the inhibition of overt motor activity. These differences were apparent as early as 10 to 16 weeks of age."—C. H. Ammons.

2273. Gagné, R. M., & Baker, Katherine E. (Connecticut Coll., New London.) Stimulus pre-

differentiation as a factor in transfer of training. *J. exp. Psychol.*, 1950, 40, 439-451.—"Four matched groups of 32 subjects were given respectively 0, 8, 16, and 32 trials of training in which they practiced the association of the letters 'J,' 'V,' 'S,' and 'M' to four different light stimuli on a panel. Following this, time and error scores were obtained for each subject during 60 trials of practice on a motor task in which the identical stimuli were paired with manual responses to four different switches." Compared with the controls, groups with 8 and 16 pre-differentiating trials showed slightly faster learning and fewer errors, while the 32-trial group showed marked facilitation of learning. Transfer as measured by response time was closely correlated with amount of error reduction.—R. B. Ammons.

2274. Gagné, Robert M., Baker, Katherine E. & Foster, Harriet. Transfer of discrimination training to a motor task. *J. exp. Psychol.*, 1950, 40, 314-328.—"140 Ss learned to hit 1 of 4 switches on a horizontal panel as quickly as possible in response to 1 of 4 lights appearing on a vertical stimulus panel. The correct response was determined on the basis of whether a top or bottom, red or green light was on. Control Ss practiced the total task from the beginning, while experimental Ss were given preliminary training with only 2 lights and 2 switches, on either color or position discrimination. Color discrimination training brought about a reduction in color errors, and a smaller reduction in position errors, while position discrimination training brought about some reduction in position errors but none at all in color errors."—R. B. Ammons.

2275. Greenberg, Ruth, & Underwood, Benton J. (Northwestern U., Evanston, Ill.) Retention as a function of stage of practice. *J. exp. Psychol.*, 1950, 40, 452-457.—"The influence of stage of practice on retention was determined in 3 experiments. 4 stages of practice were used in an experiment, each stage consisting of learning, recalling, and relearning a list. Retention intervals were 10 min., 5 hr., or 48 hr. 24 Ss served in each experiment. Learning how to learn was nearly complete after learning and relearning a single list. With the 10-min. retention interval, stage of practice was unrelated to retention as measured by recall and relearning. With 5- and 48-hr. retention intervals there was an inverse relationship between stage and recall but no relationship between stage and relearning measures. It was concluded that "the findings represent proactive inhibition as a function of number of prior lists and time between learning and retention."—R. B. Ammons.

2276. Handlon, Joseph H., Jr. Perceptual factors in delayed response. *Univ. Calif. Publ. Psychol.*, 1950, 5, 289-320.—"The purpose of this experiment was to analyze, using the McCord apparatus, the role of door signs as cues in the delayed-response situation. 22 rats were tested for accuracy of choice with delay intervals of 1 min., 3 min., or 8 min., with and without the presence of signs, and with and without removal from the apparatus during delay

intervals. It was concluded that: (1) the presence of distinctive signs leads to increased accuracy of choices in removal and longer delay conditions; (2) Cowles biphasic theory of delayed response is partially supported; (3) marked reduction in accuracy with removal when no signs were present indicates the presence of an orientational set utilized by the no-sign group. An attempt is made to explain the results in terms of an expectancy theory with a distinction between position and position-plus-sign expectancy. 19 references.—*R. B. Ammons.*

2277. Harlow, Harry F. The effect of large cortical lesions on learned behavior in monkeys. *Science*, 1950, 112, 428.—Abstract.

2278. Harlow, H. F. (U. Wisconsin, Madison.) Learning and satiation of response in intrinsically motivated complex puzzle performance by monkeys. *J. comp. physiol., Psychol.*, 1950, 43, 289-294.—Two rhesus monkeys, given 60 two-hour sessions with a six-device mechanical puzzle showed clear evidence of learning, the curve showing ratio of incorrect to correct responses appearing quite comparable to similar curves obtained during externally rewarded situations. When, on the thirteenth day of tests, the subjects were presented with the puzzle 100 times at 6-minute intervals, the number of devices manipulated decreased regularly throughout the day, although there was no significant change in the number of times the problem assembly was attacked.—*L. I. O'Kelly.*

2279. Harlow, H. F. (U. Wisconsin, Madison.) Performance of catarrhine monkeys on a series of discrimination reversal problems. *J. comp. physiol. Psychol.*, 1950, 43, 231-239.—Using 8 monkeys, a series of 112 discrimination problems were presented. The rewarded member of the stimulus-pairs was changed suddenly and after various numbers of trials in a random manner. Errors made after the reversal steadily decreased through the series of problems, the curve showing a negatively accelerated form. The difficulties of accounting for these results in terms of a theory based on assumed relations between number of reinforcements and excitatory stimulus strength are discussed. An analysis of error-producing factors showed that differential cue errors, although not significant in the discrimination phase of learning, were a decided factor in the reversal phase.—*L. I. O'Kelly.*

2280. Jenkins, William O. (Harvard U., Cambridge, Mass.) A temporal gradient of derived reinforcement. *Amer. J. Psychol.*, 1950, 63, 237-243.—Using Skinner-type boxes, a 3-sec. buzz was given at 1, 3, 9, 27, and 81 sec. intervals before presentation of food. Five squads of 10-15 rats each were given 80-100 such paired trials. A control group was run without the buzz. On test-sessions a lever was available, depression of which produced buzz, but no food. A total of 6 hours of bar-pressing was accumulated. "The results showed a declining function when mean number of bar-pressing responses was plotted against time-interval between buzz and food in training. The gradient was statistically estab-

lished; responses at the extremes differing by a factor of almost two. An analysis of the bar-pressing behavior is given along with suggestions for future research in this area. The relation of the results to delay of reinforcement and to higher-order conditioning is indicated."—*S. C. Ericksen.*

2281. Kendler, Howard H. (New York U.), & Law, Florence E. An experimental test of the selective principle of association of drive stimuli. *J. exp. Psychol.*, 1950, 40, 299-304.—Rats in Group H (hungry) and Group H&T (hungry and thirsty) were trained in a single unit T-maze to choose the side leading to food (Problem 1). In problem 2 each group was trained to reverse their position preference. . . . The second study was a duplicate of the first study except that during Problem 1 the animals were motivated either by thirst (Group T) or thirst and hunger (Group T&H) and the baited goal box contained water. No retardation was evidenced in learning problem 2 therefore the data are interpreted as consistent with the selective principle of association of drive stimuli.—*R. B. Ammons.*

2282. Madden, Marian S., Adams, Jack A., & Spence, Shirley Ann. (State U. Iowa, Iowa City.) Memory-drum vs. adjusted-learning techniques in the study of associative interference in learning by paired-associates. *Amer. J. Psychol.*, 1950, 63, 186-195.—Two groups of 9 undergraduate women served as subjects on 4 consecutive days. The Memory Drum group followed the usual method of paired-associate learning of the two-syllable adjectives. The Adjusted-Learning group used the same material but each pair was removed from the list when the first correct anticipation occurred. Both methods produce essentially the same amount of decrement following interpolated learning. However, the Adjusted-Learning method gives better control over degree of learning on individual word-pairs and over the level of learning attained by individual subjects.—*S. C. Ericksen.*

2283. Miller, George A., & Selfridge, Jennifer A. (Harvard U., Cambridge, Mass.) Verbal context and the recall of meaningful material. *Amer. J. Psychol.*, 1950, 63, 176-185.—"A quantitative definition for verbal context is given in terms of dependent probabilities. The definition is used to construct lists of words with varying degrees of contextual determination. When short range contextual dependencies are preserved in nonsense material, the nonsense is as readily recalled as is meaningful material. From this result it is agreed that contextual dependencies extending over five or six words permit positive transfer, and that it is these familiar dependencies, rather than the meaning *per se*, that facilitate learning."—*S. C. Ericksen.*

2284. Reed, Homer B. (Fort Hays Kansas State Coll., Hays.) The learning and retention of concepts. V. The influence of form of presentation. *J. exp. Psychol.*, 1950, 40, 504-511.—"The materials used were cards each of which had four unrelated words on the front and a nonsense syllable on the back. One of the words belonged to a category for which the

nonsense syllable was a symbol. The subject's task was to learn the name of the card and its meaning." Words were presented serially or simultaneously and learning effort was measured as number of promptings per concept needed to name all the cards correctly in one trial. Serial learning was more efficient, but its superiority approached zero as the card series was lengthened from 24 to 60. The ratio of amount of work to reach criterion and length of series was different for the 2 modes of presentation. Serial presentation led to greater accuracy of concepts, particularly with the shorter series.—R. B. Ammons.

2285. Ribback, Alan, & Underwood, Benton J. (Northwestern U., Evanston, Ill.) An empirical explanation of the skewness of the bowed serial position curve. *J. exp. Psychol.*, 1950, 40, 329-335.—Following the learning of an original list of paired nonsense syllables, two conditions of learning a derived list were introduced: (1) Cond. A, in which a new syllable was appended to each original pair, and (2) Cond. B, in which a new syllable was prefixed to each original pair. In terms of our analyses, Cond. A represented the process required in the acquisition of the first part of a serial list as successive responses acquire stimulus function. Cond. B, on the other hand, represented the process required in learning the last part of a serial list as stimuli acquire response function. Since the learning under Cond. A was more rapid than under Cond. B, we have concluded that at the empirical level these differences in rate of learning will account for the skewness of the bowed serial position curve.—R. B. Ammons.

2286. Riopelle, Arthur J. (U. Wisconsin, Madison.) Psychomotor performance and distribution of practice. *J. exp. Psychol.*, 1950, 40, 390-395.—Learning on the Vector Complex Reaction Time test was investigated for male Ss under conditions of massed ($N=20$) and distributed ($N=23$) practice. Performance improved steadily, with the distributed group increasingly superior. The correlation between the first and tenth period scores was $+0.37$ for massed practice and $+0.63$ for distributed practice. For massed practice initial scores showed a correlation of $+0.03$ with gain, for distributed practice the correlation was $+0.31$.—R. B. Ammons.

2287. Saul, Ezra V., & Osgood, Charles E. (U. Connecticut, Storrs.) Perceptual organization of materials as a factor influencing ease of learning and degree of retention. *J. exp. Psychol.*, 1950, 40, 372-379.—A test was made of the prediction from gestalt theory that "the traces of isolated items in a serial list composed of two types of material will be better retained than traces of massed items." Duplicating the materials and procedures previously employed by Siegel (see 18: 694), the present investigation used immediate recall as a measure of original learning and two delayed recalls, after 1 and 24 hours, as measures of retention. In comparison with Siegel's data, the results of this experiment do not show as clear a relation between degrees of isolation and ease of learning. With regard to the effects of perceptual

organization upon memory *per se*, there was no evidence for better retention of isolated items.—R. B. Ammons.

2288. Seward, John P., Levy, Nissim, & Handlon, Joseph H., Jr. (U. California, Los Angeles.) Incidental learning in the rat. *J. comp. physiol. Psychol.*, 1950, 43, 240-251.—After training animals to find water on the preferred side of a one-unit T maze, sub-groups were given forced trials to water on the opposite side, one group thirsty, one partially satiated, and one satiated for water, together with a control group. Test runs were given under a 22-hour thirst, and with water still in the non-preferred arm of the maze. Results showed the satiated and partially satiated animals to be significantly better than the control group and significantly worse than the originally thirsty group. The results are discussed in terms of their implications for latent learning and for response and cognition theories of learning. 39 references.—L. I. O'Kelly.

2289. Sheffield, Fred D., & Temmer, Helena Wellisz. (Yale U., New Haven, Conn.) Relative resistance to extinction of escape training and avoidance training. *J. exp. Psychol.*, 1950, 40, 287-298.—10 rats (escape group) were trained to run off a grill by placing them on a charged grill and allowing escape to an adjacent safe compartment; 10 rats matched for weight with the first group (avoidance group) were allowed 1.5 sec. to get off the grill prior to shock. Animals in the avoidance group were: poorer in performance at the end of training than escape animals; poorer in performance at the end of training than their own performance earlier in training; more resistant to extinction than escape animals.—R. B. Ammons.

2290. Sheffield, Virginia Fairfax. (Yale U., New Haven, Conn.) Resistance to extinction as a function of the distribution of extinction trials. *J. exp. Psychol.*, 1950, 40, 305-313.—Seventy-two rats were trained to run down an alley for food. Half were trained with a 15-sec. interval between trials and half with a 15-min. interval. Each training group was divided for extinction, half being extinguished with the 15-sec. interval and half with the 15-min. interval. The measure of strength of response was time to traverse the alley. . . . Extinction proceeded at a significantly faster rate when extinction trials were spaced than when they were massed. . . . For the group trained with massed trials, spaced extinction was very significantly faster; but for the group trained with spaced trials, the difference, while in the same direction, was not significant.—R. B. Ammons.

2291. Skard, Øyvind. A comparison of human and animal learning in the Stone multiple T-maze. *Acta psychol.*, 1950, 7, 89-109.—Rats and blind-folded human subjects learned mazes on differing schedules. The rough results indicate student speed one-third faster but variation greater. Rats showed fewer errors in the last section, the humans in the middle section. Both seem to have a tendency to prefer alternate turns and avoid consecutive turns

to the same side. For humans this is checked by the tendency to keep fairly close to the maze mid-line, caused by the orientation of the different parts of the maze in relation to the human subject's body. English summary.—G. Rubin-Rabson.

2292. Skinner, B. F. (Harvard U., Cambridge, Mass.) Are theories of learning necessary? *Psychol. Rev.*, 1950, 57, 193-216.—The term "theory" is taken to refer "to any explanation of an observed fact which appeals to events taking place somewhere else, at some other level of observation, described in different terms, and measured, if at all, in different dimensions." Learning theory to date has tended to create a false sense of security, and research designed with respect to it is likely to be wasteful. Extensive examples are given to show that productive research can proceed from the study of a datum which varies in a significant fashion. At present, little effective use is made of empirical or rational equations. There seems to be no *a priori* reason why a complete account of the higher mental processes is not possible without appeal to theoretical processes in other dimensional systems.—R. B. Ammons.

2293. Strassburger, Raymond Cornelius. (Columbia U., New York.) Resistance to extinction of a conditioned operant as related to drive level at reinforcement. *J. exp. Psychol.*, 1950, 40, 473-487.—134 rats learned a bar-pressing response, receiving from 1 to 30 reinforcements after fasting from $\frac{1}{2}$ to 47 hours. The response was extinguished to a criterion under 23 hours hunger. No consistent relationship was observed between drive level and gross time required for completion of the reinforcement process. High correlations were found among the various indices of extinction, but resistance to extinction was not uniformly related to the degree of hunger at conditioning. Implications of these findings were discussed. 21 references.—R. B. Ammons.

2294. Thune, Leland E. (State U. Iowa, Iowa City.) The effect of different types of preliminary activities on subsequent learning of paired-associate material. *J. exp. Psychol.*, 1950, 40, 423-438.—"Two experiments were undertaken in an attempt to measure the effects upon the learning of a paired-associate list of varying amounts of immediately preceding memory drum activity when (1) amount of previous practice is held constant, (2) the effects of proactive inhibition are minimized, and (3) the interval between the warm-up practice and the learning of the test list is brief. Analysis of the slopes of the learning curves for the test list from both experiments indicates that the facilitating effects of preliminary warm-up practice are most prominent during the first few learning trials on the test list. . . . The results of the present experiment can best be accounted for through the role of response set and the conditions under which it is produced."—R. B. Ammons.

2295. Underwood, Benton J., & Hughes, Richard H. (Northwestern U., Evanston, Ill.) Gradients of

generalized verbal responses. *Amer. J. Psychol.*, 1950, 63, 422-430.—"A single list of paired-associates was presented to 184 Ss for 5 learning trials. A retention test was made after one week. The errors made during learning and recall were scaled by 40 judges for similarity to the correct responses. Four dimensions of similarity were used in the scaling—synonymity, antonymity, homonymity, and contextual similarity. For the first three dimensions reliable evidence for gradients of generalized verbal response was obtained; the more similar the errors are to the correct responses the greater the frequency with which these errors appear."—S. C. Ericksen.

2296. Winnick, Wilma A. (Queens Coll., Flushing, N. Y.) The discriminative function of drive-stimuli independent of the action of the drive as motivation. *Amer. J. Psychol.*, 1950, 63, 196-205.—Two groups of 10 rats each were trained to avoid light by pushing against a metal panel, one group while hungry, the other while satiated. The groups were then sub-divided and run through a series of extinction tests; the experimental design being directed at Hull's Postulate No. 6. The results are interpreted as suggesting the possibility that the stimuli associated with the state of hunger have come to function as cues or discriminative stimuli controlling the appearance of the light-avoidance response.—S. C. Ericksen.

2297. Worchel, Philip, & Narciso, J. C. (U. Texas, Austin.) The nature of the memory decrement following electroconvulsive shock. *J. comp. physiol. Psychol.*, 1950, 43, 325-328.—Two groups of rats were trained to a criterion in a 14-unit T-maze. Animals in the experimental group were given six massed electroshock seizures immediately after achieving the criterion. Retention and relearning tests were given after a four day rest interval. The results showed no significant differences between experimental and control groups in retention or relearning scores.—L. I. O'Kelly.

2298. Zeller, Anchard Frederick. (Johns Hopkins U., Baltimore, Md.) An experimental analogue of repression. II. The effect of individual failure and success on memory measured by relearning. *J. exp. Psychol.*, 1950, 40, 411-422.—"Two experiments have been conducted to test the hypothesis that repression proper is an active process which inhibits memory for previously known material which has become unacceptable to the individual, but that the memory for the material may be restored by reducing the ego threat associated with the original material. The results indicate: . . . That induced failure at a task, when not indicated as specific to that task, serves to reduce the ability to recall previously known material which has become associated with the failure task. . . . That this reduced ability lasts for a period of time. . . . That induced success at the same associated task serves to increase the ability to recall the original material. . . . That implied failure is as disruptive to memory as specific knowledge of failure. . . . That failure indicated as

specific to a given task has no measurable effect on the ability to perform other tasks."—R. B. Ammons.

(See also abstracts 2123, 2126, 2128, 2129, 2130, 2661)

THINKING & IMAGINATION

2299. Bloom, Benjamin S. (U. Chicago, Ill.), & Broder, Lois J. Problem-solving processes of college students. *Suppl. educ. Monogr.*, 1950, No. B, 109 p. \$2.75.—In an effort to analyze the nature of mental processes, students were trained to "think aloud" when solving problems, and records of their reports examined. Students varied greatly in their attack upon problems, thus making inference of mental process from product impossible. The successful and non-successful problem-solvers showed characteristic differences in mental processes. Major hypotheses for research on mental processes included the role of tension in facilitating problem-solving, the role of organization into foreground-background relationships, and the effect of presence of key-points or logical starting points. 21 references.—G. H. Johnson.

2300. Ivimey, Muriel. Inhibitions in thinking. *Amer. J. Psychoanal.*, 1948, 8, 80-81.—Abstract.

2301. Székely, L. (U. Stockholm, Sweden.) Knowledge and thinking. *Acta psychol.*, 1950, 7, 1-24.—A series of experiments had as objective to discover any functional relation between knowledge (previous experience) and productive, creative thinking. In the process of meaningful learning naive empirical knowledge is restructured; the extent of the restructured area and the functional generalization of the results of learning are correlated; meaningful learning and productive thinking are functionally related and have in common the restructuring of initial knowledge; it depends on certain particulars of the learning process whether, and to what extent, acquired knowledge can be utilized, that is, reorganized in the process of productive thinking.—G. Rubin-Rabson.

(See also abstract 2330)

INTELLIGENCE

2302. Kuribayashi, Uti. (Tohoku U., Sendai, Japan.) Vergleich der männlichen mit den weiblichen Kindern, vom Gesichtspunkt der Intelligenzprüfung mittels logischer Auswahl und Symbol-Ziffer aus betrachtet. (A comparison of the intelligence of boys and girls, from the point of view of logical choice and digit-symbols.) *Toh. Psychol. Fol.*, 1942, 9, 147-156.—Boys are superior to girls in logical choice at every age and grade level, a superiority increasing with age and grade. Girls are superior in digit-symbols, but the degree of difference is not always significant. Boys in general surpass girls in logical capacity, lagging behind them in ability for sheerly mechanical learning.—G. Rubin-Rabson.

2303. Scottish Council for research in education. (Thomson, Godfrey H., Chm.) The trend of Scottish intelligence: a comparison of the 1947 and 1932

surveys of the intelligence of eleven-year-old pupils. London: University London Press, 1949. xxviii, 151 p. 7s. 6d.—The results on a sample of 1215 individual Binets show mean IQ of 104.4 for boys and 100.7 for girls, with standard deviation of 20 as compared with 1932's of 16. Group test results on 70,330 pupils are reported. There was no decline in intelligence during the years between the studies. The data are analysed for implications on intelligence and familial size. The 1932 and 1947 testings are compared for various aspects including sex differences. For the complete data, mean IQ for boys is 103.68 and for girls 100.75, a highly significant difference.—W. L. Wilkins.

2304. Sumita, Katumi. (Institute for Child Guidance, Kobe, Japan.) New primary intelligence test and its application to primary school entrants in Kobe, Japan. *Toh. Psychol. Fol.*, 1942, 9, 43-90.—The purposes of a new primary intelligence test (most items of which are taken from American test material): for selection, discrepancies in IQ and achievement, postponement of school entrance where necessary, detection of superiority. The Binet, though translated and standardized for Japanese children, is impractical for large-scale administration. The new test requires ten minutes per child, no technical training for administration, insures co-operation, tests understanding of directions, and the results are diagnostic. A plan is proposed for the guidance of superior children.—G. Rubin-Rabson.

PERSONALITY

2305. Abt, Lawrence E. (New York U.) A theory of projective psychology. In Abt, L. E., & Bellak, L., *Projective psychology*, (see 25: 2445), 33-66.—An attempt is made to relate projective methods and projective psychological theory to the science of psychology through an examination and formulation of the matrix of assumptions, conceptions, and propositions which underlie the projective area. The nature and role of perception is discussed. Some postulates on the nature of personality relative to projective psychology are presented. These are offered as hypotheses to be tested by clinical and projective data, in the hope of building a comprehensive theory of personality useful to projective psychologists. 23 references.—H. P. David.

2306. Bayton, James A., & Whyte, Esther. (Howard U., Washington, D. C.) Personality dynamics during success-failure sequences. *J. abnorm. soc. Psychol.*, 1950, 45, 583-591.—60 male college students participated in a level of aspiration experiment on the Minnesota Rate of Manipulation Test. Aspirations, confidence, and performance were found to be dependent, in part, upon whether the immediate experience was characterized by success or failure, and, in part, upon their sequence order. Correlations between least aspirations and confidence were so low as to be considered independent aspects of personality.—H. P. David.

2307. Bellak, Leopold. (New York U.) On the problems of the concept of projection; a theory of

apperceptive distortion. In *Abt, L. E., & Bellak, L., Projective psychology*, (see 25: 2445), 7-32.—The historical development of the concept of projection is traced. Perceptual processes are reconsidered in terms of "apperception" and "apperceptive distortion." The former is defined as "an organism's (dynamically) meaningful interpretation of a perception." "Every subjective interpretation constitutes a dynamically meaningful apperceptive distortion." Forms of apperceptive distortion are discussed and there is an attempt to integrate basic psychoanalytical concepts with aspects of Gestalt psychology and learning theory. 26 references.—*H. P. David.*

2308. **Cattell, Raymond B.** (*U. Illinois, Urbana.*) The discovery of *ergic structure in man in terms of common attitudes.* *J. abnorm. soc. Psychol.*, 1950, 45, 598-618.—It is postulated that drives of man differ in degree, not in kind, from those of lower mammals. It is believed that drives appear as a pattern in attention to stimulus situations, emotional response, and goal seeking behavior. "The innateness of a drive consists not in 'being born with' a behavior pattern, but in a relative *ease of learning* of specific drive patterns compared with random patterns." To this definition of a drive, the term "Erg" has been applied. A factor analysis of 50 highly varied attitude-interests, "chosen to represent a list of the chief hypothesized ergs and metanergs, has yielded satisfactory simple structure and 9 factors." 19 references.—*H. P. David.*

2309. **Gross, Llewellyn.** (*U. Buffalo, N. Y.*) A hypothesis of feminine types in relation to family adjustment. *Amer. J. Orthopsychiat.*, 1950, 20, 373-381.—From life histories and interviews, three composite types of women are postulated which may serve as prototypes in comparison with specific cases. The types, erotic, masked erotic, and maternal, are then related to parent-child and marital adjustment. The social role assumed by the erotics is not widely accepted throughout society and therefore produces strains within their personalities. The social role of the masked erotic leads to frustration of the underlying erotic personality tendencies. Only the individual of the maternal type seems to be a well-integrated personality whose characteristics are congruent with her social role.—*R. E. Perl.*

2310. **Kuroda, Masasuke.** *Die charakterologische Bedeutung der Täuschungsmenge, Perseverationstendenz und Handschrift (I.)* (The characterological meaning of illusion-number, perseveration tendency and handwriting (I.)) *Toh. Psychol. Fol.*, 1942, 10, 37-80.—A previous study revealed a greater degree of illusion perception in the synthetic-affective as compared with the analytic-concrete type. Since the relation between illusion-number and perseveration tendency, observed both quantitatively and subjectively, may be either negligible or contradictory, handwriting analysis as a determiner is projected for the next experimental situation. In the present instance, 9 subjects estimated the length

of diagonal lines under varying conditions. Nonsense syllables of more and less pleasant affect, memorized in series to study perseveration and association, indicated strong perseveration tendency, weak association and few illusion errors in the introverted; the opposite in the extraverted type. However, some contradictory data appear as well.—*G. Rubin-Rabson.*

2311. **Ohwaki, Yosikazu.** (*Tohoku U., Sendai, Japan.*) *Das Vorstellungsgefühl und das im Hintergrund desselben liegende.* (The image-feeling and what lies behind it.) *Toh. Psychol. Fol.*, 1942, 9, 157-182.—The image-feeling (the feeling of the reproduced image) is distinguished from the simple sensory feeling attached to a sensation. Though momentarily changing in response to stimuli, it is a personality constant, a feeling that is not a reaction to elementary sensory stimuli, but to represented objects as a whole. Stimulus words of opposite feeling response were presented in pairs with the following conclusions: image feeling depends on knowledge, education, skill; persons differ in image-feeling capacity, which can be used as a personality indicator. Time of verbal reaction is linked to strength of sensation, background, etc. Southwestern Japanese seem finer and quicker, but in the direction of the ideal of the image-feeling, there is considerable homogeneity. Japanese can be divided into two types on the basis of these findings: the positive extravert and the negative introvert.—*G. Rubin-Rabson.*

2312. **Ohwaki, Yosikazu, & Isihara, Iwataro.** (*Tohoku U., Japan.*) *Über individuellen Unterschied in der Reaktionsweise gegen ganz selten auftretenden Reiz.* (Individual differences in reaction to rare and unexpected stimulus.) *Toh. Psychol. Fol.*, 1944, 11, 9-26.—The degree of feeling arousal in individual reaction to unexpected stimulus may offer a tool in the diagnosis of personality type. Five adult students served as subjects to test reaction to a new stimulus suddenly injected into a monotonous series of like stimuli. The first day's results are the most diagnostic since adaptation is soon made to the upset of the unexpected stimulus. Mistakes and length of reaction time serve as indicators of degree of disturbance. Four reaction types corresponding to the four familiar temperaments appear, related to original error, reduction of error, reaction to length of monotonous series, frequency of rare stimulus, etc. Differences among subjects, however, are not great.—*G. Rubin-Rabson.*

2313. **Sullivan, Harry Stack.** *The illusion of personal individuality.* *Psychiatry*, 1950, 13, 317-332.—"Personality" as an "I," "separate" and "individual" is a well-nigh unassailable conviction of each of us. Yet it is an illusion and "no such thing as the durable, unique, individual personality is ever clearly justified." The fundamental datum appears to be interpersonal relations. Discussion.—*N. H. Pronko.*

(See also abstracts 2231, 2337)

AESTHETICS

2314. Aizawa, Mutuo. (*Hukusima (Japan) Normal Sch.*) On the tonal unity in the melodies of Japanese folk-music in modern times. *Toh. Psychol. Fol.*, 1944, 11, 1-8.—Future Japanese music will develop on old national and new western foundations. Musical observers were tested for a feeling of tonal unity in Japanese melodies written in established old modalities. In some cases real musical scales seem to exist. Whether the minor pentatonic scale is exceptional in folk-music must be investigated.—G. Rubin-Rabson.
2315. Breitbart, Sara. "Hedda Gabler"; a critical analysis. *Amer. J. Psychoanal.*, 1948, 8, 55-58.—A psychoanalytic interpretation of the literary figure of "Hedda Gabler." Psychoanalytic concepts are illustrated in the analysis of her character and actions.—K. S. Wagoner.
2316. Campbell-Fisher, Ivy G. (*Wells Coll., Aurora, N. Y.*) An experiment on the expressiveness of shell and textile 'montages.' *J. exp. Psychol.*, 1950, 40, 523-526.—"A group of shell and textile montages, in which so far as associations having to do with being cast up by the sea were concerned these associations were shared by all of them, was with significant agreement judged by 68 observers to express each its own mood. This looks toward an objective or intrinsic expressiveness of the sense materials of art and their compositions, and tends to cast doubt on the widely held belief that art's expressiveness depends subjectively upon an individual's personal reactions, though these personal reactions may well be strong enough to lead to differences of judgment in individual cases."—R. B. Ammons.
2317. Flournoy, Henri. Poetry and memories of childhood. *Int. J. Psycho-Anal.*, 1950, 31, 102-107.—The stratagems employed by poets are chiefly those of rhyme and rhythm. These throw light on the aesthetic problem in general when they are related to the pre-Oedipal development of individuals in which rhythmic activities predominate.—N. H. Pronko.
2318. Komatsu, Aiko. (*Tokyo Bunrika U., Japan.*) Japanese people and music: a view on the relation between Japanese people and the minor mode. *Toh. Psychol. Fol.*, 1942, 9, 213-222.—Is love of the minor mode innate in the Japanese? Forty-five subjects of various ages and background expressed preferences in major and minor musical excerpts. Except for musicians who preferred the minor because of its more complex nuances, the majority chose the major. Age and sex show little difference. When the government is firm and the fortunes of the state in the ascendant, people tend to magnificent, clear, gay-hearted music. When the government is persuasive and conservative, political pressure is great, and the tendency is to sorrowful and pessimistic songs.—G. Rubin-Rabson.
2319. Kučera, Otakar. The mechanisms of regression in the poetry of Baudelaire and his followers. *Int. J. Psycho-Anal.*, 1950, 31, 98-102.—The symptoms of regression are found both in the personal lives as well as in the formal aspects of the poetry of Baudelaire and his followers.—N. H. Pronko.
2320. Stolnitz, M. Jerome. (*Colgate U., Hamilton, N. Y.*) On ugliness in art. *Phil. phenomenol. Res.*, 1950, 11, 1-24.—The problem of ugliness in art is defined and several theories relevant to the problem are examined. In the experience of "invincible" ugliness the feeling of unpleasantness is so great as to destroy the esthetic attitude. In such cases ugliness is extra-esthetic. Yet the prediction of "invincible" ugliness is a judgment which can only be confirmed or denied within esthetic experience. Where ugliness is "noninvincible" it is possible for negative hedonic tone to coexist with the esthetic attitude. Therefore no contradiction is involved in speaking of a work of art as both ugly and esthetically valuable. Spanish summary.—P. E. Lichtenstein.
2321. Sutermeister, H. Film and Psychohygiene. (Movies and mental hygiene.) *Gesundh. u. Wohlf.*, 1950, 30, 249-278.—The author considers the film an aid in sanification of the emotional life. The cinema constitutes for the school and the people at large a collective therapeutic but it does not cease to present a certain danger for the adolescent who is particularly suggestible and lacking in the experience which would serve as a corrective. It is perhaps not so much the erotic element of movies which proves dangerous, but rather the illusion which they give of a social ascension without effort, of a placing of value upon idleness and the easy life. The author holds that the ordinary film is far more efficacious from the psychotherapeutic standpoint than the psychoanalytic film in fashion today.—F. C. Sumner.
2322. Takano, Kiyosi. Stilfrage in der Tonkunst. (The question of style in music.) *Toh. Psychol. Fol.*, 1942, 9, 183-188.—Musical hearing is both sensory and judgmental, the latter being dependent on an understanding derived from training. Musical sensitivity is extremely varied, but quantitatively, not qualitatively. Music remains the most inexplicable of the arts, and its interpretation subjective. Style seems to encompass the sensory, type the intellectual aspect of music. It is necessary to find a research method of analyzing music without losing its organic relationship.—G. Rubin-Rabson.
2323. Van Bark, Bella S. "The Sudden Guest"; a critical analysis. *Amer. J. Psychoanal.*, 1948, 8, 59-62.—A psychoanalytic interpretation of the literary figure of Carrel Leckton in LaFarge's novel, "The Sudden Guest." An interpretation of Carrel's character and actions is given in terms of psychoanalytic explanations and analysis.—K. S. Wagoner.

DEVELOPMENTAL PSYCHOLOGY

2324. Glover, Edward. Functional aspects of the mental apparatus. *Int. J. Psycho-Anal.*, 1950, 31, 125-131.—An attempt is made to outline the serial

development of the mental apparatus. Stress is on its primary functional phase, later phases being considered mostly for purposes of contrast.—N. H. Pronko.

CHILDHOOD & ADOLESCENCE

2325. Aguilera Maruri, C. Emociones de la madre y sus huellas sobre el hijo; impresiones maternas. (Emotions of the mother and their imprints on the child; maternal impressions.) *Acta dermo-sifiliogr., Madr.*, 1950, 41, 487-522.—Literary and legendary accounts of maternal impressions are reviewed and a theory is formulated by the author to the effect that emotions of the pregnant mother operating by way of the neuro-vegetative-hormonal system may be psychosomatically responsible for so-called maternal impressions. 41 references.—F. C. Sumner.

2326. Banham, Katharine J. (Duke U., Durham, N. C.) The development of affectionate behavior in infancy. *J. genet. Psychol.*, 1950, 76, 283-289.—"The writer's main thesis, based on direct observation of infant behavior over a period of 20 years, is that infants develop unique affectionate attachments for the persons in their own environment. . . . They express their affection in out-going, expansive movements, and they only become preoccupied with themselves, withdrawn or hostile as a secondary reaction, when rebuffed, smothered with unwanted ministrations, ignored or neglected."—C. H. Ammons.

2327. Carp, Frances Merchant. (Western Michigan Coll. Educ., Kalamazoo.) Psychological constriction on several projective tests. *J. consult. Psychol.*, 1950, 14, 268-275.—Rorschach tests, three sets of drawings, and play constructions of a group of third grade children were scored reliably for psychological constriction. No coherence appeared among the various productions of a given child. Neither was there meaningful agreement of any of the projective test scores or ratings with teachers' ratings on behavior clinically considered concomitant with psychological constriction, or with seclusiveness as indicated by sociometric choices.—S. G. Dulsky.

2328. Fields, Morey R., Goldberg Jacob A., & Kilander, Holger F. Youth grows into adulthood. New York: Chartwell House, 1950. 246 p. \$2.88.—Information for adolescents on the physical, emotional and social growing up process, prepared by specialists in health education.—L. J. Stone.

2329. Hoffer, W. Oral aggressiveness and ego development. *Int. J. Psycho-Anal.*, 1950, 31, 156-160.—The pain barrier normally prevents the infant from directing its aggressive and destructive instincts towards itself. In physical or psychological pathology the pain barrier is undermined leading to destruction of the body.—N. H. Pronko.

2330. Katô, Ken. (Tohoku U., Sendai, Japan.) An experimental study of thinking solution of problem in children. *Toh. Psychol. Fol.*, 1942, 9, 233-268.—In the solution of unbroken tracings, thoughtful solutions appear with perceptive maturation in a

sequence of arbitrary trials, concrete, then abstract thinking, a sequence which conforms with increasing age patterns. Individual differences are great. These conclusions should be applied in school tasks.—G. Rubin-Rabson.

2331. Keister Mary Elizabeth. (U. Tennessee, Knoxville.) Relation of mid-morning feeding to behavior of nursery school children. *J. Amer. diet. Ass.*, 1950, 26, 25-29.—An experiment is reported involving nursery school children divided into experimental and control groups: the former given fruit juice around 10 AM, the latter given only water. It was found that most nursery school children "did better" (showed less negative behavior) over the subsequent hours of the morning if they were given fruit juice at mid-morning.—F. C. Sumner.

2332. Levy, Marjorie Mina. Outdoor group therapy with preadolescent boys. *Psychiatry*, 1950, 13, 333-347.—An outdoor group of preadolescent problem boys was observed in a session from 5 to 7 hours long about once every two weeks. Rock climbing as the core activity, the participants' personalities and a typical session are described. Therapeutic results are related to Sullivan's theory of interpersonal relations.—N. H. Pronko.

2333. Limbert, Paul M. (Springfield (Mass.) Coll.) New light on the needs of adolescents. *Relig. Educ.*, 1950, 45, 287-291.—Much that is done in religious education is irrelevant to the real needs of youth. Three basic needs are understanding of one's self and society, setting of goals and the development of a framework of standards and convictions.—G. K. Morlan.

2334. Ôtasiro, Motohiko. Observation of a child by his father. *Toh. Psychol. Fol.*, 1942, 9, 91-98.—A father traces developmental changes in a surviving twin according to muscular movement, sensation and perception, intelligence, emotions, will, self and social consciousness.—G. Rubin-Rabson.

2335. Sperling, Melitta. Children's interpretation and reaction to the unconscious of their mothers. *Int. J. Psycho-Anal.*, 1950, 31, 36-41.—Fragments from analyses of mothers and their children reveal that severe disturbances in children may be interpreted as an unconscious answer to an unconscious wish on the part of the mother for the child to behave in the particular way.—N. H. Pronko.

2336. Spitz, René A. Anxiety in infancy: a study of its manifestations in the first year of life. *Int. J. Psycho-Anal.*, 1950, 31, 138-143.—Observations of 284 babies during the first year constitute the basis for a developmental picture of anxiety in the infant.—N. H. Pronko.

2337. Susukita, Tukasa. Eine Untersuchung über die Struktur des Charakters des japanischen Schulkindes. (An investigation of the character structure of Japanese school children.) *Toh. Psychol. Fol.*, 1942, 9, 1-42.—Two Japanese character types are postulated: the inner-integrative or rigid, the outer-integrative or labile. Unlike Jaensch's emphasis on perception-mode as differentiating

characteristic, the author makes will the character fulcrum. Using addition tests, the work curves of 10-11 and 14-15 year old children were analyzed for quantity, errors and variation, with particular emphasis on variation as the distinguishing characteristic of the two character types. Variation and quantity prove distinctive; errors do not and are only symptomatic. Quantity and error are affected by age; variation is not. The latter becomes, then, a useful tool for group character analysis.—G. Rubin-Rabson.

2338. Zeligs, Rose. (Cincinnati (O.) Public Sch. System.) *The meaning of democracy to sixth-grade children.* *J. genet. Psychol.*, 1950, 76, 263-281.—Four 6th-grade classes of a Cincinnati suburban school were asked a number of questions about democracy. On the basis of an analysis of their written answers the following results were obtained. To the 6th grade children "American democracy stands for freedom and equality, human rights for all peoples, freedom of religion, press and speech. The children feel that they have democracy in school . . . and in the home . . . but they want more books, motion pictures, and clubs dealing with democracy." The author concludes that "these children know the meaning of democracy and value it highly."—C. H. Ammons.

(See also abstracts 2317, 2378, 2456, 2552, 2670)

MATURITY & OLD AGE

2339. Burgess, Ernest W. (U. Chicago, Ill.) *The growing problem of aging.* In Tibbitts, C., *Living through the older years*, (see 25: 2351), 7-25.—"The problem of aging is increasing in importance not only because of the larger percentage of people in the period of later maturity but because their role and function in society has been greatly disturbed and lowered by the transition from a rural to an urban economy. Their place in modern society needs to be redefined. For that purpose a program of research on aging, particularly in its social aspects, is necessary. Such research needs to take into account the four decades which comprise old age, the needs and wishes of older persons, their problems of personal adjustments, the instruments necessary for measuring their adjustment, and finally, the public attitude to the problem, particularly with reference to the potential economic and social value of older people."—R. G. Kuhlen.

2340. Cavan, Ruth S. (Rockford Coll., Ill.), Burgess, Ernest W., Havighurst, R. J., & Goldhamer, Herbert. *Personal adjustment in old age.* Chicago: Science Research Associates, Inc., 1949. xiii, 204 p. \$2.95.—This monograph contains a discussion of definitions of aging, of the cultural patterns of old age groups, and of old age adjustment; provides a compact source for census information describing groups past 60; and presents a number of "sketches" of old people and their modes of adjustment. The original data presented are of two kinds; (1) information, based on 499 men and 759 women,

describing age trends from the 60's through the 90's with respect to companionship, degree and type of participation, health attitudes, religious attitudes, and adjustment attitudes; and (2) data, based on varying N's up to almost 3,000, relating to the construction, validity and reliability, and interrelations of parts of an "Attitude Inventory" and "Adult Activity Inventory," the two being published together as *Your Activities and Attitudes* questionnaire.—R. G. Kuhlen.

2341. Clague, Ewan. (Bureau of Labor Statistics, Washington, D. C.) *Aging and employability.* In Tibbitts, C., *Living through the older years*, (see 25: 2351), 141-153.—Many old people retain their full facilities and vigor to an advanced age and can successfully hold jobs far beyond usual time of retirement; other old people experience some accident, disability, debility or simple decline in powers which lessen their capacity but do not make them unemployable; still others become permanently ill or disabled so that they cannot earn their own living. The primary point of attack on the problem of the older worker involves finding ways of gradually readjusting work to meet declining capacities—to deal with the second group above mentioned. Partly this must be done by industry itself, but the community also has special responsibilities for establishing retraining facilities, placement services, educational opportunities for the older worker.—R. G. Kuhlen.

2342. Donahue, Wilma. (U. Michigan, Ann Arbor.) *Changes in psychological processes with aging.* In Tibbitts, C., *Living through the older years*, (see 25: 2351), 63-84.—The author describes basic psychological principles and discusses in the light of research such issues as age changes in general mental ability, learning and memory, sensory and perceptual abilities, motor ability, interests and motivations, personality, and adjustment to aging.—R. G. Kuhlen.

2343. Ficarra, Bernard J. (Kings County Hosp., Brooklyn, N. Y.) *Psychic trauma associated with colostomy.* *Geriatrics*, 1950, 5, 219-221.—Psychic trauma associated with colostomy, often ignored by surgeons, can be alleviated by proper interest, care and consideration of the attending physician, enabling affected person to regain confidence and fit into his proper social pattern.—R. G. Kuhlen.

2344. Fox, Charlotte (Natl. Institute of Health, Bethesda, Md.), & Birren, James E. *Intellectual deterioration in the aged: agreement between the Wechsler-Bellevue and the Babcock-Levy.* *J. consult. Psychol.*, 1950, 14, 305-310.—50 white men and women in the age range 60-69 were given the W-B and the Babcock-Levy tests. Deterioration quotients (Wechsler-Bellevue) and Efficiency Indexes (Babcock-Levy) were computed. The two tests showed a correlation which was not significantly greater than zero. The results of this study can offer no evidence as to the validity of the tests in detecting deterioration in young individuals who might exhibit intellectual impairment as a result of disease or trauma.—S. G. Dulsky.

2345. Frohlich, Moses M. (*U. Michigan, Ann Arbor.*) Mental hygiene in old age. In Tibbitts, C., *Living through the older years*, (see 25: 2351), 85-97.—Many old people react with emotional turbulence to their own aging, to loss of occupation, loss of other persons, loss of health. However, most quite likely keep their equilibrium within fair balance through the process of getting old. The severity of problems, of reaction to them, and solutions, depend on previous life and are predominately individual and to a large extent different in each person.—R. G. Kuhlen.

2346. Lawton, George. Aging creatively. In Tibbitts, C., *Living through the older years*, (see 25: 2351), 113-129.—To maintain mental and physical well-being and self respect the older person will need (1) a good job or its equivalent, (2) close relationships with individual human beings, (3) to participate in and contribute to the work of the community, (4) to express himself. Creative aging leads to good adjustment. Emphasis should be not upon "time-killing" activities, but upon activities that tax all of abilities, give mental and emotional fulfillment through an artistic medium. Suggestions are given for activities exploiting the several senses.—R. G. Kuhlen.

2347. Lovell, Harold W. (*Flower and Fifth Ave. Hosp., New York.*) Medico-legal aspects of senescence. *Geriatrics*, 1950, 5, 59-65.—"When the considerable psychological changes occurring naturally in the aging process go beyond a relatively normal limit and enter the realm of confusion, delirium, and psychotic reactions, the law may become involved in a variety of ways. . . . The constitutional provision that 'no person shall be deprived of his liberty without due process of law' necessitates recourse by the attending physician to legal measures for the further institutional care and treatment of his patients." The paper discusses (with special reference to New York State) commitment procedures, the rights of patients, and the responsibilities of physicians.—R. G. Kuhlen.

2348. Overstreet, Harry A. A comprehensive program for personal and social adjustment in old age. In Tibbitts, C., *Living through the older years*, (see 25: 2351), 179-189.—The American culture idealizes immaturity. In order to appreciate and exploit the potentialities of adulthood, adults need to embark on a comprehensive life-long self-education program involving knowledge of themselves, of their community environment, of the educative processes, of the economic order, of public affairs, of their cultural heritage. Plans for retirement must be begun early if old age is to be successful.—R. G. Kuhlen.

2349. Pan, Ju-Shu. Personal adjustment of old people in church homes for the aged. *Geriatrics*, 1950, 5, 166-170.—730 old people in Protestant sponsored homes for the aged were compared with 1258 old people living mostly in their own homes. Institutionalized old people include more females, more old maids, and widows. They are better educated, have good health care, many hobbies, spend

much time in reading, are deeply religious, and feel a sense of economic security. They also have unfavorable family relationships, less contact with friends or young people, less opportunity to participate in group activities, and a resigned conviction that they are through with their careers.—R. G. Kuhlen.

2350. Steinberg, Martin R. (*Mt. Sinai Hosp., New York.*) The general hospital in community planning for the aged. *Geriatrics*, 1950, 5, 231-234.—"Special efforts to improve the facilities for the care of the aged should include research in specialized equipment and techniques of occupational therapy and physical medicine and in nutrition; and . . . perhaps the most urgent task is to study and change the attitudes of that portion of the personnel which today is guilty of prejudicial attitudes."—R. G. Kuhlen.

2351. Tibbitts, Clark. (Ed.) *Living through the older years; proceedings of the Charles A. Fisher Memorial Institute on Aging*. Ann Arbor, Mich.: Univ. Michigan Press, 1949. 193 p. \$2.00.—7 papers from this Institute are abstracted separately in this issue as entries no. 2339, 2341, 2342, 2345, 2346, 2348, 2352.

2352. Waterman, Leroy. Religion and religious observance in old age. In Tibbitts, C., *Living through the older years*, (see 25: 2351), 99-112.—After an attempt to clarify the ultimate nature and aim of religion, the author points out that to date churches have not played the role they might in providing activities for oldsters nor have they tapped the resources of the older groups for promoting religious programs.—R. G. Kuhlen.

(See also abstracts 2591, 2593, 2606, 2608)

SOCIAL PSYCHOLOGY

2353. Bell, Graham B., & French, Robert L. (*Northwestern U., Evanston, Ill.*) Consistency of individual leadership position in small groups of varying membership. *J. abnorm. soc. Psychol.*, 1950, 45, 764-767.—25 male volunteers from an introductory psychology course participated in 6 five-man discussions, with each group containing men who had not met previously. At the end of each session, the members of each group were asked to nominate a discussion leader for a hypothetical second meeting. On the basis of their results, the writers conclude that "leadership status seems to be rather highly consistent despite the situational changes involved." They caution that their findings cannot be generalized to all types of groups.—H. P. David.

2354. Bion, W. R. Experiences in groups: V. *Hum. Relat.*, 1950, 3, 3-14.—Groups may be characterized by basic assumptions which rest upon the emotional state of the group membership. For the group a proto-mental system is postulated. The dynamics of proto-mental events stem from the individuals met together in the group, but the phenomena are a function of the group.—R. A. Littman.

2355. Bourland, D. David, Jr. The distribution of professions within cities in the United States. *Amer. J. Psychol.*, 1950, 63, 244-249.—"The rank-size of professions in a city of P = population size, as derived from the data of classified telephone directories for 10 cities ranging in P -size from about 2.5 million to 15 thousand, closely approximate the equation: $r \cdot (N + \alpha) = C$ in which r represents the ordinal rank of the different professions in the city when arranged in the decreasing order of the N -number of members in the respective professions in that city, and where α represents an arbitrary shift in the origin for the data of each city. We have also observed that C varies in direct proportion to P and that α is positively correlated with P . These observations confirm the theoretical expectations announced previously by Zipf."—S. C. Ericksen.

2356. Cohen, John. (Hebrew U., Jerusalem.) Mental health of homeless and transplanted persons. *Bull. World Fed. Ment. Hlth.*, 1950, 2(4), 32-37.—The problems of homeless and transplanted persons relating to their acquiring "a positive state of social well-being which manifests itself in the productive life of a stable civilized community" are discussed in terms of mental health research. Following a requisite census of all such persons, action-linked research on issues of economic security, education, individual and group adjustment, host and migrant interrelationships, and cultural and personal rates of adjustment should be undertaken "in full partnership with the administrative authorities concerned." (French translation p. 37-43.)—J. C. Franklin.

2357. Evans-Pritchard, E. E. Social anthropology; past and present. *Man*, 1950, 50, 118-124.—The development of the methods and aims of social anthropology is reviewed with the suggestion that historical studies of cultures be added to the comparative studies which attempt to discover the sociological laws explaining man's actions and beliefs.—A. C. Hoffman.

2358. Fensterheim, Herbert (New York U.), & Birch, Herbert G. A case study of group ideology and individual adjustment. *J. abnorm. soc. Psychol.*, 1950, 45, 710-720.—The development of adaptive behavior in a group of Jewish Displaced Persons in an UNRRA camp in Southern Italy is described. Arrival at the camp was marked by disorganized social behavior characterized by persistent non-adaptive aggression. The formation of groups and the influence of group ideologies served to modify individual modes of adjustment. The effectiveness of 2 diverse groups upon the individual behavior of members is discussed.—H. P. David.

2359. Fouriez, Nicholas T. (U. Michigan, Ann Arbor.), Hutt, Max L., & Guetzkow, Harold. Measurement of self-oriented needs in discussion groups. *J. abnorm. soc. Psychol.*, 1950, 45, 682-690.—In an exploratory study it was found that the expression of self-oriented needs can be rated in the discussion group situation without clinical background information about the need-structure of the participants.

"Examination of data collected on 72 decision-making conference groups indicates that the self-oriented needs of the participants are negatively correlated with their satisfaction with its outcomes and are related to various processes which occur during the meeting itself, such as group conflict." Categories and procedures, and observer reliability are discussed.—H. P. David.

2360. Guhl, A. M. (Kansas Agricultural Experiment Station, Manhattan.) Social dominance and receptivity in the domestic fowl. *Physiol. Zool.*, 1950, 23, 361-366.—When in large flocks, hens high in the social hierarchy were observed to be less receptive (as indicated by frequency of the submissive sexual crouch to the cock) than hens in the lower 2/3 of the hierarchy. However, when flocks were subdivided according to rank (top, middle, and bottom thirds of the hierarchy each as a subflock), top ranking hens crouched as often as the lower ranking hens had previously, the latter did not crouch as often. This shift in receptivity is attributed to the decrease in relative dominance occasioned by the subflocking.—A. C. Hoffman.

2361. Koos, Earl Lomon. (U. Rochester, N. Y.) The sociology of the patient; a textbook for nurses. New York: McGraw-Hill, 1950. xvi, 264 p. \$3.00.—The book is designed to assist the student nurse to work with the patient by understanding his position and role in society as well as his problems. The patient is discussed as an individual person and then as a member of the family, school, neighborhood, and larger less clearly differentiated groups—racial, ethnic, national. The importance of understanding the patient's interaction with and adjustment to his society is stressed.—J. Cowen.

2362. Levy, David M. The strange hen. *Amer. J. Orthopsychiat.*, 1950, 20, 335-362.—The plight of the stranger was investigated among hens who, singly or in pairs, were removed from their own group and placed with strangers. After the initial phases of fighting there was usually a period of 6 to 10 days during which the strangers could be identified by their distance and demeanor. After that they were fully blended, full-fledged members of the group. There seems to be a persistent drive on the part of the stranger to enter the group and the adaptability of the group to make an opening for the stranger. Does the concept of social instinct in terms of primary biosocial drives toward group cohesion and hostility to the stranger apply in humans?—R. E. Perl.

2363. Loomis, Charles P. (Michigan State Coll., East Lansing.) Studies in applied and theoretical social science at Michigan State College. East Lansing: Michigan State Coll. Press, 1950. vii, 183 p. \$5.00.—Articles published by the author during the past 6 years, are brought together under 4 headings: (1) theoretical and background studies, and studies of (2) the United States and Canada, (3) Latin America, and (4) Germany.—C. Leuba.

2364. Maier, Norman R. F. (U. Michigan, Ann Arbor.) The quality of group decisions as influenced

by the discussion leader. *Hum. Relat.*, 1950, 3, 155-174.—"In summary, these experiments show that a leader, if skilled and possessing ideas, can conduct a discussion so as to obtain a quality of problem-solving that surpasses that of a group working with a less skilled leader and without creative ideas. Further he can obtain a higher degree of acceptance than a less skilled person. However, even an unskilled leader can achieve good quality solutions and a high degree of acceptance. The democratic leadership technique is, therefore, not only a useful procedure for obtaining acceptance and cooperation but is also effective for improving solution quality."—*R. A. Littman.*

2365. Montagu, M. F. Ashley. (*Rutgers U., New Brunswick, N. J.*) *Anthropology*. In Green, D. E., & Knox, W. E., *Research in medical science*, (see 25: 2509), 94-119.—The division of physical anthropology, which constitutes the bulk of this paper, discusses the role of uterine and social conditions in growth, morphology and disease. 'Racism' is attacked as a secular myth. Constitution and mental traits can only be related statistically. Four pages on cultural anthropology show the impact of culture on personality.—*N. H. Pronko.*

2366. Murray, Raymond W. (*U. Notre Dame, South Bend, Ind.*) *Sociology for a democratic society*. New York: Appleton-Century-Crofts, 1950. xii, 407 p. \$3.00.—This text for a one-semester sociology course stresses a democratic approach through study of man's biological and cultural heritage, his social nature, including physical basis of personality as well as cultural, and covers the usual sociological areas of community, collective behavior, and social organization and disorganization. Within a basic Judaeo-Christian framework it presents a sociology emphasizing core-values in American democratic tradition.—*W. L. Wilkins.*

2367. Pepitone, Albert. (*U. Michigan, Ann Arbor.*) *Motivational effects in social perception*. *Hum. Relat.*, 1950, 3, 57-76.—Two groups of high-school sophomores were differentially motivated. Three stimulus conditions were employed and these varied along a dimension of restraint expressed toward the subject. Following his experience with a given stimulus condition, each subject was intensively interviewed. It was possible to ascertain whether and to what extent the average ratings of High and Low Groups constituted perceptual distortion. The distortion was in a facilitative direction, i.e., a direction which was beneficial with respect to the person's goal achievement.—*R. A. Littman.*

2368. Pfister, Oskar. *War and peace as a psychoanalytic problem*. *Int. J. Psycho-Anal.*, 1950, 31, 150-151.—Freud's theory of Thanatos and Eros and implications thereof are applied to problems of war and peace.—*N. H. Pronko.*

2369. Thibaut, John. (*Boston U., Mass.*) *An experimental study of the cohesiveness of underprivileged groups*. *Hum. Relat.*, 1950, 3, 251-278. The present experiment was designed to measure the effects on group cohesiveness of two variables:

the status position of the group, and the relative success of low-status groups in improving their status through group action. Two groups were formed for each experimental session in such a way that at the outset of the experiment each group found approximately half of its sociometric choices in its own group and the remaining half in the opposing team. At the conclusion of each session, after the two experimental variables had been introduced, the sociometric question was repeated and any shift toward increased proportion of own-group choices was taken as the measure of increased cohesiveness. Under frustration cohesiveness of groups seemed to hold-up or improve.—*R. A. Littman.*

2370. Watson, Jeanne. (*U. Michigan, Ann Arbor.*) *Some social and psychological situations related to change in attitude*. *Hum. Relat.*, 1950, 3, 15-56.—Reports the results of non-directive research with 45 residents of New York City who reported that at some time in their lives a change occurred in their attitude toward Jews or Negroes. The particular attitudes in which the investigator was interested were those dealing with the perception of the action appropriate to a situation rather than the perception of object characteristics. Data are analyzed in accordance with the following schema: pre-disposing events, restructuring of social attitudes to fit into the predisposing events, precipitating experiences and reinforcement for the new attitude based on further contact with the attitude objects. 31 persons report favorable change and the remaining 14 report changes in an unfavorable direction. 78-item bibliography.—*R. A. Littman.*

2371. Winnicott, D. W. *Some thoughts on the meaning of the word Democracy*. *Hum. Relat.*, 1950, 3, 175-186.—The author undertakes to clarify the many usages of the word Democracy. Democracy implies maturity, which conditions must be achieved by a society. They derive from the stability and adequacy of the home.—*R. A. Littman.*

(See also abstracts 2193, 2425, 2646)

METHODS & MEASUREMENTS

2372. Birnbaum, Z. W., & Sirken, Monroe G. *Bias due to non-availability in sampling surveys*. *J. Amer. statist. Ass.*, 1950, 45, 98-111.—A technique for the treatment of errors introduced into sampling surveys due to the non-availability of respondents is presented. The expected cost and variance of the sample survey are expressed as functions of sample size and of the number of call-backs made on the non-availables. A method which optimizes precision for a given cost by playing sampling error against the bias resulting from non-availables is described.—*G. C. Carter.*

2373. Cahnman, Werner J. *Attitudes of minority youth: a methodological introduction*. *Amer. sociol. Rev.*, 1949, 14, 543-548.—This research note sets forth the point of view from which a study of attitudes of minority youth was conducted. Also considered are alternative ways of collecting data,

construction of the questionnaire, and mode of interpretation of findings.—W. W. Charters, Jr.

2374. Metzner, Charles A., (U. Michigan, Ann Arbor.) An application of scaling to questionnaire construction. *J. Amer. statist. Ass.*, 1950, 45, 112-118.—The basic problem considered is that of selecting one out of a number of proposed question forms in survey work. In the particular case, there are two apparent directions of bias. Questions were designed to represent each of these, and each question of the set is judged in relation to these and to each other. Thurstone scaling of judgments is used to indicate which question is judged to lie centrally with respect to the set. The method may be applied to further work on question construction.—G. C. Carter.

2375. Politz, Alfred, & Simmons, Willard. Note on "An attempt to get the not-at-homes into the sample without callbacks." *J. Amer. statist. Ass.*, 1950, 45, 136-137.—Additional information concerning the plan for eliminating the need for callbacks described in the March, 1949 issue of the *Journal* is provided. The difference in the effects of clustering in using the "nights-at-home" plan or callbacks is discussed. An error in the calculation of the sampling error of the former is corrected.—G. C. Carter.

2376. Proshansky, Harold M. (New York U.) Projective techniques in action research: disguised diagnosis and measurement. In Abt, L. E., & Bellak, L., *Projective psychology*, (see 25: 2445), 462-485.—The importance of disguised testing in action research is stressed. Disguised projective techniques, often especially designed, are valuable in securing the cooperation of community or group administrators in carrying out testing programs designed to secure data on controversial issues. Stimuli must be structured to the extent that data obtained are relevant to the attitudes and opinions studied and yet sufficiently disguised to assure spontaneity. "The action researcher is interested in bringing about social change by means of research efforts organized within the framework of the social group he is studying."—H. P. David.

2377. Sprague, Theodore W. (Colgate U., Hamilton, N. Y.) A note on the twofold relevance of popular concepts for sociology. *Amer. sociol. Rev.*, 1949, 14, 535-536.—Scientific constructs are the tools of a sociologist, popular concepts are part of his data. Clear definition is important for the former, but to attempt the same for popular notions does them violence and leads to a rationalistic bias. Sociologists must avoid confusing the two.—W. W. Charters, Jr.

(See also abstract 2151)

CULTURES & CULTURAL RELATIONS

2378. Ammons, R. B. (U. Louisville, Ky.) Reactions in a projective doll-play interview of white males two to six years of age to differences in skin color and facial features. *J. genet. Psychol.*, 1950, 76, 323-341.—10 boys each at ages 2, 3, 4, and

5 were given doll-play interviews dealing principally with the relations of a white and a Negro doll in a play situation. Definite evidences of active prejudice were found as early as 4 years. The results are interpreted as follows: "Children in any group can and do discriminate between other children on the basis of skin color at least as early as two years of age. To the extent that they are insecure, they will be ready for negative acts against children that are 'different.' Decreasing the degree of prejudice will depend on decreasing insecurities. Prejudice will probably always develop where some individuals in a group are perceptibly different from others and there is some insecurity or tension." 16 references.—C. H. Ammons.

2379. Clinchy, Everett R. A handbook on human relations. New York: Farrar, Straus, 1949. x, 146 p. \$2.00.—Prejudice costs the U. S. 25 billion annually. This handbook is designed for intergroup relations programs in industry and brings together the salient facts for leaders to use in discussions of physical, intellectual, and cultural differences. The beliefs and positive contributions of Catholics, Jews and Protestants are outlined, and a program of 7 meetings is described. An annotated list of selected books, pamphlets, films and bibliographies is given.—G. K. Morlan.

2380. Collins, June McCormick. Growth of class distinction and political authority among the Skagit Indians during the contact period. *Amer. Anthropol.*, 1950, 52, 331-342.—The class structure of Northwest Coast Indians developed from a fairly undifferentiated society into a class organization after European contact. Differential wealth appears to have increased economic differences, and greater institutional activity together with increased warfare furnished new opportunities for leadership.—L. M. Hanks, Jr.

2381. Dicks, Henry V. (Tavistock Clinic, London, Eng.) Personality traits and National Socialist ideology. *Hum. Relat.*, 1950, 3, 111-154.—"The object of this paper is to report . . . a war-time study on German prisoners of war which served to throw some light on the connections which exist between character structure and political ideology, and to illustrate the methods used in investigating both these sets of data."—R. A. Littman.

2382. DuBois, Rachel Davis. (Workshop for Cultural Democracy, New York.) *Neighbors in action; a manual for local leaders in intergroup relations*. New York: Harper, 1950. xiv, 294 p. \$3.00.—Three related group-techniques for combatting prejudice are described: the neighborhood-home festival, the Parranda, and the seminar in home customs. The Parranda was used in 7th grade social studies classes. Groups of children and adults visited families from different cultures, ate some of the characteristic food, and told about their own homes. Reports of these trips back to the classes stimulated interest and enriched the curriculum, and helped reduce tensions.—G. K. Morlan.

2383. Freedman, Lawrence Z., & Ferguson, Vera Masius. (Yale Med. Sch., New Haven, Conn.) The question of "painless childbirth" in primitive cultures. *Amer. J. Orthopsychiat.*, 1950, 20, 363-372.—The question of painless childbirth among primitive peoples is especially important in view of the present interest in so-called natural childbirth. A review of the customs and practices of primitive peoples shows that there is hardly a group anywhere that does not have extensive and often ingenious procedures aimed at easing and hastening childbirth. These observations do not substantiate the assumption that the fear and pain of childbirth have arisen with the "advancement of our civilization."—R. E. Perl.

2384. Mukherjee, Ramkrishna. (*The Social Survey, London, Eng.*) The economic structure and social life in six villages of Bengal. *Amer. sociol. Rev.*, 1949, 14, 415-425.—The effect of changes in the economic structure of six rural villages in India upon several of their major institutions is described. Specifically, the economic change is that of an increasing division of peasants into rich farmers and landless peasants and the declining strength of the "middle peasantry." The institutions in which effects are described are: caste and community, family, individual life cycle, and marriage. Disintegration of the traditional mode of life is found to be taking place without the substitution of greater social freedom or security of opportunity for individual development. Appendix of source material and methods of study of the individual life cycle.—W. W. Charters, Jr.

2385. Newcomb, W. W., Jr. A reexamination of the causes of plains warfare. *Amer. Anthropol.*, 1950, 52, 317-330.—Most previous students of plains warfare have confused the causes of war as a social phenomenon with the reasons individuals are motivated to fight. Review of statements by early travellers and other sources suggest the causes as: migration of people into the plains area, competition for horses, consequent depletion of the game supply and competition for European guns.—L. M. Hanks, Jr.

2386. Ōtasiro, Motohiko. The local character of Akita people. *Toh. Psychol. Fol.*, 1942, 9, 101-104.—248 educators rated the population of Akita on character, value type, temperament. The greatest unanimity exists in the judgment that these people are slow, show lack of spirit, are ignorant of the world, thriftless, dependent, neglect their health, uncivil, rude, impatient; that they are pious, stiff, gentle, have a sense of obligation, etc. As value type, they are predominately aesthetic.—G. Rubin-Rabson.

2387. Sayre, Leslie C. Religion and culture. *Relig. Educ.*, 1950, 45, 259-266.—Our day is characterized by intercultural and interreligious conflict. Not only truth but effective co-operation is necessary, and to attain both, we must be "willing to modify each of these values in order to combine them."—G. K. Morlan.

2388. Taba, Hilda (U. Chicago, Ill.), & Elkins, Deborah. With focus on human relations. Washington, D. C.: Amer. Coun. Educ., 1950. x, 227 p. \$2.50.—This story of an eighth grade is the sixth publication in the Intergroup Education in Cooperative Schools Work in Progress Series. This project undertook to develop new material and means of using school and community resources to foster intergroup understanding. This book describes how one teacher used the subjects she taught—social studies, literature, and guidance—for the study of human relations in the family and community. Illustrative records are quoted. 123 references.—M. F. Fiedler.

2389. Taylor, Douglas. The meaning of dietary and occupational restrictions among the Island Carib. *Amer. Anthropol.*, 1950, 52, 343-349.—Child birth, death, sickness and puberty require fasting, blood letting or other special restrictions on nearby kinsmen of the person at one of these critical moments of life. These rites are regarded as protecting the weak from powerful emanations possessed by the well.—L. M. Hanks, Jr.

2390. Walker, Harry J. (Howard U., Washington, D. C.) Changes in the structure of race relations in the South. *Amer. sociol. Rev.*, 1949, 14, 377-383.—Three types of relations between Negroes and whites, which may be seen in history since the Civil War, are proposed for the study of contemporary bi-racial communities. The stages of relations are (1) personal contacts between Negroes and whites, (2) formalized contacts, with Negro leaders serving a liaison function, and (3) more or less equal participation of Negroes with whites in community activities. Communities may be typified and studied according to the existing relations, or study may be conducted of communities in which more than one type exists concurrently.—W. W. Charters, Jr.

2391. Weakland, John H. The organization of action in Chinese culture. *Psychiatry*, 1950, 13, 361-370.—The paper begins "with some descriptive material on actual observed sequences of purposive activity; analyzing these to indicate some major patterns; presenting additional data on these patterns drawn from various sources; and then suggesting some relations of the formal patterns to the emotional structure and development of Chinese personality."—N. H. Pronko.

(See also abstracts 2147, 2314, 2318, 2466, 2475, 2649)

SOCIAL INSTITUTIONS

2392. Anderson, W. A. (Cornell U., Ithaca, N. Y.) Marriages and families of university graduates. Ithaca, N. Y.: Cornell Univ. Press, 1950. xii, 52 p. \$1.00. Statistical supplement. vi, 32 p. \$1.00.—Using a simple questionnaire, this sociologist investigated present marital status and family size of 1496 graduates including 370 women of Cornell classes of 1919, 1920, and 1921. Other factors studied were marital experience, childbearing, and child spacing. In addition to this monograph, a 32-

page supplement contains 55 statistical tables upon which the report is based.—C. R. Adams.

2393. Bossard, James H. S., & Boll, Eleanor S. (U. Pennsylvania, Philadelphia.) *Ritual in family living.* *Amer. sociol. Rev.*, 1949, 14, 463-469.—From 400 case records of family rituals, the investigators discover that ritual has remained an integral part of family life during the last 80 years, though it has changed from religious to secular in character. The nature of rituals as related to family size and to social class also is examined. Ritual is viewed as an index of family integration and a conservator of family values. Four illustrative cases and a methodological note are included.—W. W. Charters, Jr.

2394. Chapman, Dennis. (U. Liverpool, England.) "Convenience"—the measurement of a desirable quality in town planning. *Hum. Relat.*, 1950, 3, 77-88.—"This paper is an attempt to define 'convenience' for some of the planning requirements of the citizen. Convenience is a quality of the relationship between the home and other places. The home as the center of family life is regarded in this definition as primary." There is then reported the results of three opinion surveys concerning estimated time and distances for various community facilities.—R. A. Littman.

2395. Cressey, Paul Frederick. (Wheaton Coll., Norton, Mass.) *Social disorganization and reorganization in Harlan County, Kentucky.* *Amer. sociol. Rev.*, 1949, 14, 389-394.—"The history of [Harlan County] illustrates many of the problems of social disorganization which accompany the sudden impact of industrial civilization upon a self-sufficient, isolated agricultural society." Characteristics of the older society are described. And the consequences of the invasion of this remote country by the railroad and mines are detailed. Indications of current adjustment and stabilization are shown.—W. W. Charters, Jr.

2396. Foster, Robert Geib. (Menninger Foundation, Topeka, Kans.) *Marriage and family relationships.* (Rev. ed.) New York: Macmillan, 1950. xvi, 316 p. \$2.75.—In this revision of the 1944 edition (see 19: 194), personal development and courtship are treated in six chapters with eight chapters devoted to the building of a satisfactory family life. The last five chapters consider the relationships of the family to democratic society. The seven-part appendix includes selected chapter and other references, discussion exercises, a premarital interview blank, a listing of several counseling agencies, and source materials.—C. R. Adams.

2397. Fromm, Erich. *Freud and Jung.* *Pastoral Psychol.*, 1950, 1(7), 11-15.—It is a misleading oversimplification to say that Freud is a foe to religion and Jung a friend. Freud speaks from the core of ethical religion in working for truth, brotherly love, reduction of suffering, independence and responsibility. Jung, who seems more friendly to religion, actually reduces it to a psychological phenomenon, as submission to an external power, in which truth is rela-

tive and moral responsibility is undermined.—P. E. Johnson.

2398. Glasgow, Maude. *Problems of sex.* Boston: Christopher Publishing House, 1949. 199 p. \$3.00.—After paying some attention to the biologic background of male and female, this physician historically treats sex in relation to primitive industry and life, to the early civilizations and ancient religions, and to modern religion and theology. Four chapters are devoted to marriage, divorce and juvenile delinquency, social disease, "ancient plagues in a modern world," and sex and the intellectual impulse.—C. R. Adams.

2399. Goode, William J. (Wayne U., Detroit, Mich.) *Problems in postdivorce adjustment.* *Amer. sociol. Rev.*, 1949, 14, 394-401.—Three aspects of a pilot study of the post-divorce problems of 100 urban mothers are discussed: (1) the manner in which emphasis in Western society on the value of individual happiness has shaped earlier divorce research; (2) problems of sampling such a restricted category of persons as divorced mothers, techniques of tracing persons included in the sample, and interviewing problems involved in research on such intensely emotional factors as divorce; (3) two hypotheses based on the effects of undefined or incompatible role of the divorcee now being tested in the larger research study.—W. W. Charters, Jr.

2400. Heberle, Rudolf. (Louisiana State U., Baton Rouge.) *Observations on the sociology of social movements.* *Amer. sociol. Rev.*, 1949, 14, 346-357.—The concept, social movement, is developed and clarified by comparing it with political party and social class. Problems are suggested for investigation from this structural analysis. But supplementary inquiries into the ideologies and social psychological foundation of movements, as well as other aspects, should be undertaken. The question of evaluating social movements is considered.—W. W. Charters, Jr.

2401. Hollingshead, August B. (Yale U., New Haven, Conn.) *Class and kinship in a middle western community.* *Amer. sociol. Rev.*, 1949, 14, 469-475.—Drawing on data from his study of adolescents in Elmtown, the author tested the degree of association between class structure and kinship structure in the community. Two alternative hypotheses were posed, that marriage is guided strictly by romantic love and marital partners will be distributed indiscriminately throughout the class system, or that socio-cultural factors limit marital choice and marriage occurs between persons in similar class stations. Evidence obtained by testing the relationship between the social class of adolescents and the class of the persons they named as blood relatives supports the second alternative. Relatives tend to be in the same or adjacent social classes to the subject.—W. W. Charters, Jr.

2402. Kimber, W. J. T. *Illusion or illumination: a study of the religious process.* *J. ment. Sci.*, 1950, 96, 663-680.—Spiritual orientation may be a significant factor in guiding lives of patients and should be

regarded as reality and endorsed as such. The Conscious and the Unconscious are accepted by psychiatrists as scientific fact; the Ultraconscious, defined as that part of the mind comprising the feelings, intuitions and apprehensions which receive spiritual influences from without, should also be accepted. 22 references.—*W. L. Wilkins.*

2403. Landis, Judson T. (*Michigan State Coll., E. Lansing.*) **Marriages of mixed and non-mixed religious faith.** *Amer. sociol. Rev.*, 1949, 14, 401-407.—College students reported information concerning the marriage of their parents. From this information, relationships were established between inter-faith marriage and divorce rate, showing that divorce is more frequent in marriage between Catholics and Protestants than between members of one faith. In Catholic-Protestant marriage, the divorce rate is greater when the father is Catholic than when the mother is Catholic. Data are presented on sources of disharmony in such marriages.—*W. W. Charters, Jr.*

2404. Lowie, Robert H. **Social organization.** New York, Rinehart, 1948. ix, 465 p. \$4.50.—After raising questions of social evolution in the first part, the author treats in successive chapters of the second and third part such institutions as kinship, marriage, property, family, lineages, social strata and sodalities. With each topic the evidence of evolutionary development is considered, and four final chapters describe the Crow, Buinese, Skilluk and imperial Austrian social organization at work.—*L. M. Hanks, Jr.*

2405. Madge, Charles. (*U. Birmingham, Eng.*) **Private and public spaces.** *Hum. Relat.*, 1950, 3, 187-199.—The design of homes and work areas has been dictated by consideration of architectural niceties, cultural inertia and economic requirements. Little has been contributed to the use of living space and work space in terms of psychological requirements and sociological function. Suggestions are made for cooperation between the social scientist and those persons presently responsible for planning. Many specific problems are considered; play, sex, eating, working, education. There is an attempt to relate the solution to the town and city planning phase of these problems to psychoanalytic and learning concepts though the former are predominant.—*R. A. Littman.*

2406. Mead, Margaret. (*American Museum of Natural History, New York.*) **Cultural patterning of nutritionally relevant behavior.** *J. Amer. diet. Ass.*, 1949, 25, 677-680.—Considered here are the ways and means at higher levels of civilization of modifying or rather superseding traditional cultural eating patterns in order to conform more with sound nutritional science of today. To bring this about, one must (1) work with people who still need a pretty rigid pattern; (2) grow a generation of housewives who are able to think in larger terms and plan with more flexibility; (3) start growing a generation of babies to whom food means food and not prestige, etc.; (4) apply the experimental findings that rats

and babies can select a better diet than can be planned for them.—*F. C. Sumner.*

2407. Mitchell, C. Duncan. (*U. Liverpool, Eng.*) **Social disintegration in a rural community.** *Hum. Relat.*, 1950, 3, 279-306.—This paper reports the results of an intensive investigation of three English rural areas. After a brief introduction to the history of the villages and parishes involved, their social relationships are considered in terms of the following topics: Work—the changing occupational pattern; Leisure—the age structure a function of social activities; Social Stratification—the problems of status and occupational consciousness; The Family—(a) the system of child care; (b) the school; Local Government—the position of the parish council in rural society.—*R. A. Littman.*

2408. Moore, Norman B. (*Public Library, Rochester, N. Y.*) **Films on family relations.** *ALA Bull.* 1950, 44, 365-369.—This list of 72 films in the general area of family relations is divided into 10 categories. Brief annotations and information concerning source and cost are given.—*C. M. Louttit.*

2409. Ort, Robert S. (*Wabash Coll., Crawfordsville, Ind.*) **A study of role-conflicts as related to happiness in marriage.** *J. abnorm. soc. Psychol.*, 1950, 45, 691-699.—The number of role-conflicts in marriage, as revealed by an interview, was compared with the subject's self-happiness rating. A significant relationship was found. Males reported approximately $\frac{1}{2}$ more conflicts than females, and also rated themselves slightly lower on happiness. There were significant differences between role expectations of self and mate and roles actually played, for both males and females. "It is highly speculative to make generalized statements about the results of this study due to the size and bias of the sample."—*H. P. David.*

2410. Seligman, Brenda Z. **The problem of incest and exogamy: a restatement.** *Amer. Anthropol.*, 1950, 52, 305-316.—Does incest precede exogamy historically? The author urges that incest, being the more stringent rule which is also more nearly universal and found in the absence of exogamy rulings, helps stabilize the family and is primary. Exogamy is an extension of incest rulings to a social group reckoned as kinsmen.—*L. M. Hanks, Jr.*

2411. Singer, Kurt. **The idea of conflict.** Melbourne, Australia: Melbourne University Press, 1949. 181 p. 8 s. 6 d.—The author's purpose is to trace the conflicts of the past which are the source of current antagonisms. Starting with the present world crisis, the author examines the ways in which strife has figured in the great traditions of which we are the heirs. Origins of our present attitudes are seen as reaching far back into the shadows of archaic culture. Six of the ten chapters deal with the legacies from the Nordic and Greek, Christian and Jewish, and Iranian and Archaic traditions.—*P. E. Lichtenstein.*

2412. Strodtbeck, Fred L. (*Harvard U., Cambridge, Mass.*) **Equal opportunity intervals: a contribution to the method of intervening opportunity**

analysis. *Amer. sociol. Rev.*, 1949, 14, 490-497.—The intervening opportunity hypothesis (that the extent of migration a given distance is a direct function of the opportunities at that distance and an inverse function of the intervening opportunities) is applied by the author to data on persons migrating from Kentucky. Agreement between expected and observed frequencies was sufficient to warrant further testing. Regrouping of intervals of "equal opportunity" so that the number of opportunities in each interval is the same is cited as a computational advantage.—*W. W. Charters, Jr.*

2413. Terman, Lewis M., & Wallin, Paul. (Stanford U., Calif.) The validity of marriage prediction and marital adjustment tests. *Amer. sociol. Rev.*, 1949, 14, 497-504.—Four criticisms made by Ellis concerning the methodology of marriage prediction tests are considered in detail in this article. The discussion centers about (1) the content of the test, (2) the atypical sample used in validation, (3) the causal relationship implied in the validity coefficients, and (4) the justification for developing a test for predicting marital adjustment using subjects already married. With respect to the last subject, data are presented to show the value of one test in predicting divorce over an eight year period.—*W. W. Charters, Jr.*

2414. Woofter, T. J. Factors sustaining the birth rate. *Amer. sociol. Rev.*, 1949, 14, 357-366.—The birth rate of Americans, which has been declining for years, recently reversed itself and has begun to increase. This leads the author to reconsider the factors which are believed to contribute to variation in birth rate, such as the practice of voluntary family limitation, change in income, prevention and correction of sterility. Need for medical, psychiatric, and sociological research on some of these factors is pointed out.—*W. W. Charters, Jr.*

(See also abstracts 2309, 2435, 2436, 2437, 2439, 2672)

LANGUAGE & COMMUNICATION

2415. Ai, J. W. (710 Riverside Dr., New York.) A report on psychological studies of the Chinese language in the past three decades. *J. genet. Psychol.*, 1950, 76, 207-220.—The author reviews work which has attempted to simplify the Chinese language "in a way to make it easier to learn for beginners." There is a discrepancy between vocabulary in dictionaries and in actual usage. Complexity of forms and increase in the number of strokes per character are factors which make learning difficult. Learning the meanings and sounds of characters seems to be influenced by several factors. Differences in interests and oral versus silent reading are noted. Suggestions for further studies are presented.—*C. H. Ammons.*

2416. Back, Kurt; Festinger, Leon; Hymovitch, Bernard; Kelley, Harold; Schacter, Stanley, & Thibaut, John. The methodology of studying rumor transmission. *Hum. Relat.*, 1950, 3, 307-312.—Methodology of studying rumor transmission must

determine changes in rumors at various points in transmission and attain accurate reports of all communications taking place. Post-rumor interviews and participant observation are discussed. The first of these yields limited data and is subject to error. The latter offers more promise although it has difficulties such as sample bias.—*R. A. Lattman.*

2417. Black, John W. (Kenyon Coll., Gambier, O.) A compensatory effect in vocal responses to stimuli of low intensity. *J. exp. Psychol.*, 1950, 40, 396-397.—"In . . . earlier studies there has been the possibility that with very soft stimuli more intense speech might occur in response to faint rather than in response to somewhat more intense stimuli. The present study indicates the probability that this is the case. The compensatory adjustment in intensity to barely intelligible words (stimuli) is less dramatic in extent than the opposite effect with stimuli of greater intensities, namely increased intensity in vocal output accompanying the stimuli of greater intensity. Nevertheless, apparently there is a real compensation and intensities of responses increase as the verbal stimulus approaches the threshold of hearing in intensity."—*R. B. Ammons.*

2418. Cooper, Franklin S., Liberman, Alvin M., & Borst, John. Synthetic speech: a study of the auditory perception of complex sounds. *Science*, 1950, 112, 426.—Abstract.

2419. Greenson, Ralph R. The mother tongue and the mother. *Int. J. Psycho-Anal.*, 1950, 31, 18-23.—Clinical material is presented to show the factors that influence the conscious and unconscious attitudes toward language and speech.—*N. H. Pronko.*

2420. Howes, Davis H., & Solomon, Richard L. (Harvard U., Cambridge, Mass.) A note on McGinnies' "Emotionality and perceptual defense." *Psychol. Rev.*, 1950, 57, 229-234.—McGinnies' actual experiment and its results (see 24: 1672) can be summarized as follows: "(1) The duration at which verbal discrimination appears is of the same order for taboo and for neutral words, when the effects of Thorndike-Lorge frequencies are extracted. (2) Taboo words elicit strong GSRs . . . (3) Only the most probable word could be reported after each exposure, but GSR could occur to any word of high probability that had been conditioned previously to elicit GSR. (4) McGinnies' experimental situation would tend to 'set' his subjects to inhibit overt report of those words eliciting strong GSRs."—*R. B. Ammons.*

2421. Lasswell, Harold D. Propaganda and mass insecurity. *Psychiatry*, 1950, 13, 283-299.—When the reality-testing processes of our society are interfered with, then checks upon propaganda are interrupted. Propaganda then moves on toward its own annihilation through the exploitation of destructive potentials resident in insecure masses. The targets for destruction may be inside as well as outside a national group. Incitement thus creates a situation in which freedoms are imperiled and the possible end is a totalitarian state. Discussion.—*N. H. Pronko.*

2422. Lepley, William M. (Penn. State Coll., State College.) An hypothesis concerning the generation and use of synonyms. *J. exp. Psychol.*, 1950, 40, 527-530.—"The series of five experiments . . . were designed to test the hypothesis that the principle of reactive inhibition . . . operates in the generation and use of synonyms. For the population of 175 students, used in these experiments, it was clearly shown that the variety of the synonym-vocabulary, as measured by the subject's report, varied directly with the frequency of word-usage as estimated by the subject. These findings are interpreted as confirming the hypothesis under investigation. They are consistent with the prediction that: when a concept (word) is used repetitiously by a person, or the persons of a culture, the synonym vocabulary representing the concept will be enriched; and that this enrichment will be proportional to the repetitiousness or frequency of use."—R. B. Ammons.

2423. McGinnies, Elliott. (U. Alabama, University.) Discussion of Howes' and Solomon's note on "Emotionality and perceptual defense." *Psychol. Rev.*, 1950, 57, 235-240.—Howes' and Solomon's criticism (25: 2420) of a previous article by the author (see 24: 1672) is attacked on the grounds that they have combined two different functions into a single regression line; they have appealed to "common morality" and personal observations; they have ignored the implications for an adaptive theory of perception contained in the author's analysis of pre-recognition hypotheses; and their interpretation of subject behavior is inconsistent with additional experimental data available to the author.—R. B. Ammons.

(See also abstracts 2283, 2295)

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

2424. Fayard, Marcelo I. *La clave de la felicidad y la salud mental.* (The key to happiness and to mental health.) Mountain View, Calif.: Pacific Press Publ. Assoc., 1950. 372 p.—This is a book of popularized psychology with reference to problems of adjustment and mental hygiene. The problems are analyzed in 32 chapters, such as: the right and duty to be happy, the factors of happiness, happiness and emotional maturity, reflexes, ideas and emotions, complexes and conflicts of life, phobias and inferiority complex, consciousness and unconsciousness, formation and cure of neurosis, happiness and work, religious experience and psychology.—A. Manoil.

2425. Ginsburg, Sol W. *Mental health and social issues of our times.* *Amer. J. Orthopsychiat.*, 1950, 20, 266-280.—The following factors contribute to the anxiety that is so prevalent today; (1) the changing social role of women, (2) the influences on education, child-rearing, sexual mores, etc. of the new concepts of psycho-analysis, (3) the still evident effects of the great depression and years of mass unemployment, (4) the knowledge of the possible effect of atomic, bacterial and other indescribably destructive instruments of war, (5) the destructive

influences of antiminority prejudices. There is no separation between personality and society but rather an ever present continuum of forces mutually interacting.—R. E. Perl.

2426. Gouloze, William. (Western Theol. Sem., Holland, Mich.) *Pastoral psychology.* Grand Rapids, Mich.: Baker Book House, 1950. 266 p. \$3.50.—A documented survey of pastoral psychology in four parts: (1) Historical analysis tracing the rise of pastoral theology since 1800; (2) Research analysis based on a questionnaire study of sickness, suffering, and sorrow; (3) Constructive analysis to coordinate pastoral theology and psychology; (4) Technique analysis to show the qualifications of the pastor, knowledge of life situations, systematic counseling, the relationship of minister and doctor, and distinctive task of the pastor. Extended bibliography.—P. E. Johnson.

2427. Line, William. (U. Toronto, Can.) *Mental health and John Doe.* *Bull. World Fed. Ment. Hlth.*, 1950, 2(4), 43-48.—The two symbols of action in bringing "John Doe into partnership in positive mental health," "of involving him in recognizing the importance of this problem of effective living with himself and others; recognizing the enormity of that problem; surveying the gains of history; and scrutinizing those gains in the light of the science of man," are the national associations and the World Federation for Mental Health. Together these organizations can achieve "the mobilization of the social sciences in the interests of man's healthful survival" and "the thoughtful enlistment of individuals the world over so that they may more actively address themselves" to the imperatives of mental hygiene.—J. C. Franklin.

2428. Luft, Joseph. (U. Calif., Los Angeles.) *Implicit hypotheses and clinical predictions.* *J. abnorm. soc. Psychol.*, 1950, 45, 756-759.—2 experiments were devised to measure clinicians' understanding of typical case material. The prediction method was used to verify clinicians' impressions. "The results suggest that there is no direct relationship between clinical training and the ability to predict verbal behavior of an individual." Rather, it is believed that ability to predict varies with the subject's personality, the area of personality under investigation, the kind of prediction instrument used, and the characteristics of the judge as well as his clinical training.—H. P. David.

2429. Moore, Bernice Milburn, & Sutherland, Robert L. (Hogg Foundation for Mental Hygiene, Austin, Texas.) *Profiles of community action.* Austin, Texas: The Hogg Foundation, 1950. 64 p. 50¢.—This report on studies of community organization for various social action ends summarizes findings from a program supported by the Woman's Foundation of New York and carried out under the supervision of the Hogg Foundation. The initiation of community action, leadership, use of consultants, and methods of organization and operation are all discussed.—C. M. Louttit.

2430. Stevenson, George S. A mental health program for lay groups. *Bull. World Fed. Ment. Hlth*, 1950, 2(3), 14-18.—In the field of mental health it is necessary for laymen "to understand that the task before them is not to assume new responsibilities, but to try to do in a more refined way that which they have already accepted as a part of their functions." For example, citizenship has been poorly exercised in public hospital care for the mentally ill. Volunteer committees of community members should participate directly in improving public mental hospital care. Indeed, citizen expression of more mature democratic strivings in all civic affairs through group participation will raise "the general level at which the citizen functions" and represents a gain in the mental health of the community.—J. C. Franklin.

2431. Thorne, Frederick C. (U. Vermont, Brandon.) Principles of personality counseling; an eclectic viewpoint. Brandon, Vt.: *J. clin. Psychol.*, 1950, xv, 491 p. \$5.00.—"The purpose of this book is to stimulate a comprehensive reevaluation of the whole problem of the applications of clinical psychological science in the fields of counseling and psychotherapy." "The reader will find much in this book which will appear to be diametrically opposed to many current theories and practices." "Part one of this book represents an over-all survey of the scientific bases for personality counseling with particular emphasis on the fundamental concepts of clinical science. Part two represents detailed discussions of all the principal methods classified according to their clinical objectives."—H. P. David.

2432. Wilkins, Walter L. (St. Louis U., Mo.) Another viewpoint on the psychology of personality development. *Hosp. Progr.*, 1950, 31, 314-316.—The report of the Committee on Psychiatric Nursing of the National League of Nursing Education is criticised for ignoring the research from child psychology, especially the various child development institutes, at the expense of a purely analytic theory.—S. C. Grzeda.

2433. World Health Organization. Expert Committee on Mental Health. Report of the first session, 1949. *World Hlth Org. tech. Rep. Ser.*, 1950, No. 9. 41 p.—These are the summary recommendations of the Expert Committee submitted for action to the WHO on mental health aspects of the following topics: principles and priorities, professional education, nurses, fellowships, supply of technical literature to governments, public health education, collection of information, advisory and demonstration services to governments, research, alcoholism and drug addiction, maternal and child health, venereal diseases, int'l statistical classification of diseases, morbidity studies, unification of pharmacopoeias, cooperation with the UN—with specialized agencies—and with nongovernmental organizations. Two annexes deal with crime prevention and treatment of offenders.—J. C. Franklin.

METHODOLOGY, TECHNIQUES

2434. Barry, John R. (Ohio State U., Columbus.) The relation of verbal reactions to adjustment level. *J. abnorm. soc. Psychol.*, 1950, 45, 647-658.—A detailed analysis of characteristics of verbal reactions in interview protocols is described along with an investigation of the relationships between these characteristics and global judgments of adjustment level based upon the same protocols. "Rather low but highly significant relationships were found" between adjustment level and verbal reactions toward the self and the world: "If it can be assumed that perceptual changes underly changes in verbal reactions, the findings in the present investigation give added support to studies and theories which imply that global changes in adjustment level are related to changes in how people perceive themselves and their worlds." 29-item bibliography.—H. P. David.

2435. Burkhart, Roy A. (First Community Church, Columbus, O.) A program of pre-marital counseling. *Pastoral Psychol.*, 1950, 1(7), 24-33.—The church can supplement the family in providing a continuous and loving program of guidance in healthy human relations. At the author's church couples come to him eight months before marriage for a series of conferences. At the first interview a personality picture derived from the Bernreuter Personality Inventory is shown each person, tests of love are considered, and the counseling refers to specific needs in each relationship. In subsequent interviews before and after the wedding they consider the adjustments in reference to vocations, managing finances, past experiences and future plans, religious differences, common interest, sexual relations and growth in love.—P. E. Johnson.

2436. Dicks, Russell L. (Duke U., Durham, N. C.) Pre-marital counseling: the minister's responsibility. *Pastoral Psychol.*, 1950, 1(7), 41-43.—Many ministers are reluctant to take responsibility for pre-marital counseling, but as no other profession is adequately doing so, it is up to the minister to prepare himself for this task. To aid the marriage counselor a *Sex Information Inventory* consisting of multiple-choice questions for the marital couple is available. When sexual adjustment is satisfactory, other marital problems can be worked out with less difficulty.—P. E. Johnson.

2437. Foster, Lloyd E., Laidlaw, Robert W., & Burkhart, Roy A. Preparation for marriage. *Pastoral Psychol.*, 1950, 1(7), 38-40.—A transcript of a radio broadcast "Someone You Know," giving a synopsis of the play, and a discussion of pre-marital counseling by a panel of experts.—P. E. Johnson.

2438. Gatling, Frank P. (Tulane U., New Orleans, La.) Frustration reactions of delinquents using Rosenzweig's classification system. *J. abnorm. soc. Psychol.*, 1950, 45, 749-752.—A consecutive series of difficult puzzles was individually administered to a group of juvenile delinquents and to controls within a 3 minute time limit each. Immediately after the end of the time period, each subject was asked to state whether the puzzle (1) could not

be solved, (2) could be solved, (3) or was unfair. These responses were designed to reflect Rosenzweig's system of extrapunitive, intropunitive, and impunitive reactions to frustration. Results obtained indicated that "different groups may have, as a group, differing reactions to frustration, and despite the uncertainty of the accompanying emotions, that a system of classification such as Rosenzweig's is practical."—H. P. David.

2439. Maco, David R. (*National Marriage Guidance Council, London, Eng.*). *Marriage counseling*. London: J. & A. Churchill, 1948. xii, 167 p. 8s.—In this account of the remedial work of the English marriage guidance councils, the functions of the council are enumerated together with processes used to discharge them. Case records, interviewing devices, diagnostic methods, ethical considerations, therapeutic techniques, and preparation for counseling are briefly described.—C. R. Adams.

2440. McHugh, Gelolo. (*Box 1233, Chapel Hill, N. C.*) *Marriage counselor's manual*. Chapel Hill, N. C.: Family Life Publications, 1950. iv, 64 p. \$3.50.—Accompanied by the *McHugh Sex Knowledge Inventory*, 1950 edition, the manual discusses the 80 test questions designed "to help an engaged or married couple better understand themselves and each other regarding the meaning and uses of sex in adult life." In addition to 5 general questions, some 12 phases of sexual knowledge, ranging from sex-act techniques and dreams to reproduction and the menopause, are sampled. The questions are followed by 5-choice answers. Information on the uses of the *Inventory* by counselors and possible interpretations of answers are included in the manual.—C. R. Adams.

2441. Mühl, Anita M. *Unreliability of behavior as evidenced in handwriting*. *Med. Wom. J.*, 1950, 57, 27-30.—From the study of the character and handwriting of 100 truants and 500 delinquent girls the author arrives at the conclusion that people with trends towards unreliability and unpredictability in behavior (whether intentional or unintentional) manifest these in their handwriting early enough so that preventive treatments can be given before the behavior becomes overt and the writer has any serious adjustment problem. Of 23 factors found in the handwriting of 90 out of 100 cases selected at random, 4 or 5 or more are repeatedly found present in persons of unreliable behavior.—F. C. Sumner.

2442. Oldfield, R. C. *The psychology of the interview*. (3d ed.) London: Methuen, 1947. (Washington, D. C.: Sherwood Press.) xvi, 154 p. \$3.00.—Said to be the first scientific study of the art of the interview, this book (see 15: 4776) considers the underlying psychology of the interview which is concerned with the assessment of qualities of personality. Attitudes displayed by the interviewee are regarded as providing the essential basis of the interviewer's judgment of these qualities. The author translates the abstract conclusions resulting from his research into practically useful recommendations. A supplementary chapter in this

edition calls attention to war-time developments in the interview.—A. J. Sprow.

2443. Preston, Malcolm G. (*U. Pennsylvania, Philadelphia.*), Mudd, Emily H., Peltz, William L., & Froscher, Hazel B. *An experimental study of a method for abstracting the content of social case records*. *J. abnorm. soc. Psychol.*, 1950, 45, 628-646.—The development of a schedule for abstracting varied kinds of information from social case records is reported. Professional workers with different training backgrounds were able to use the technique consistently and reliably. Results obtained suggest that "reliability of judgment is heavily dependent upon the objectivity of the item under judgment."—H. P. David.

(See also abstract 2191)

DIAGNOSIS & EVALUATION

2444. Aaronson, Bernard S., & Welsh, George S. (*U. Minnesota, Minneapolis.*) *The MMPI as diagnostic differentiator: a reply to Rubin*. *J. consult. Psychol.*, 1950, 14, 324-325.—In spite of the invalidity of some of his basic data, the differentiations which Rubin asserts the MMPI does not make are present in his published data (see 23: 1300). Personality on the MMPI must be read in terms of the particular pattern and not by the height of any given score taken by itself.—S. G. Dulsky.

2445. Abt, Lawrence E. & Bellak, Leopold. (Eds.) (*New York U.*) *Projective psychology; clinical approaches to the total personality*. New York: Knopf, 1950. xvii, 485, xiv p. \$6.00.—The theoretical foundations of projective psychology are discussed in separate chapters by each of the two editors in Part I. Part II consists of 10 chapters on 8 different projective techniques, each written by a leading proponent. "The emphasis in each instance is chiefly upon the clinical use of the various procedures rather than upon their use as research tools in personality or clinical inquiries." Part III contains 2 chapters on the application of projective techniques in business and industry, and in action research. Introduction by Lawrence K. Frank. Individual chapters are abstracted separately in this issue.—H. P. David.

2446. Ando, Mizuo. *Abweichung und Variation*. (Deviation and variance.) *Toh. Psychol. Fol.*, 1942, 9, 223-232.—Is the variation in psychophysical expression during perception a significant character diagnostic tool? Of four perception tests, only one yielded dependable statistical results. From an inadequate experimental situation the author draws a negative conclusion to his original question.—G. Rubin-Rabson.

2447. Bellak, Leopold. (*New York U.*) *The Thematic Apperception Test in clinical use*. In Abt, L. E., & Bellak, L., *Projective psychology*, (see 25: 2445,) 185-229.—The history and basic assumptions underlying the TAT are traced. Instructions for self-administration are given. Following a review of interpretive methods proposed by other

writers, Beallak describes his own technique in detail. Responses frequently elicited by each picture are listed and criteria for the selection of pictures in clinical practice are discussed. Special diagnostic indicators for psychotherapy are considered. 86-item bibliography.—H. P. David.

2448. Cassel, Robert H. (*Training Sch., Vineland, N. J.*) The Oseretsky Tests: Vineland adaptation. *Amer. J. ment. Def.*, 1950, 55, 251-256.—Three aspects of the Oseretsky scale are treated: first, the rationale for the Vineland Adaptation; second, possible difficulties involved in a normative standardization of this scale; third, benefits which may be anticipated after normative standardization.—V. M. Staudt.

2449. David, Henry P. (*Teachers Coll., Columbia U., New York.*) An inquiry into the Szondi pictures. *J. abnorm. soc. Psychol.*, 1950, 45, 735-737.—The cultural and theoretical implications inherent in the Szondi pictures are discussed. 30 of the 48 photographs stem from a 1901 edition of a German text in psychiatry. In a post-testing inquiry 50 paranoid schizophrenics and 20 student nurses were asked to judge the number of "Americans" portrayed in the Szondi series. 85% of the former believed all or more than half of the pictures represented Americans whereas 85% of the latter considered half or less than half to be Americans. It was felt that non-acceptance of the photographs as "American" was to be expected among well-functioning individuals and that a specific American series was not required for clinical purposes at this time.—J. McV. Hunt.

2450. Deri, Susan K. (*Coll. City New York.*) The Szondi Test; its application in a research study of depressive patients before and after electric-shock treatment. In Abt, L. E., & Bellak, L., *Projective psychology*, (see 25: 2445), 298-321.—"The present study illustrates how the Szondi Test may be used as a research tool in studying the typical changes that occur in one specific group of subjects who underwent electric-shock treatment during the period between test and retest, and in comparing the reactions of this group with those of control groups." The test is briefly described along with a discussion of the general hypotheses underlying the experimental study. It is believed that "the results of this study help to validate the assumption that these photographs of mental patients do convey some essential psychological characteristics to which individuals react in the testing situation in a psychologically valid way."—H. P. David.

2451. Eglash, Al. (*U. Michigan, Ann Arbor.*) Validation of the Wechsler "shoes" item. *J. abnorm. soc. Psychol.*, 1950, 45, 733-734.—Item 5 on the Wechsler-Bellevue Comprehension sub-test was found to "differentiate reliably" between 3 intelligence groups. The population tested consisted of 113 institutionalized neurotic male veterans. It was felt that validity would be greater if the scoring was changed so as to give 2 credits for naming 2 or more, rather than for 3 or more, qualities.—H. P. David.

2452. Elonen, Anna S. (*U. Chicago, Ill.*) A comparison of two tests of intelligence administered to adults. *Psychol. Monogr.*, 1949, 63(11), iii, 35 p.—Revised Stanford-Binet Scale, Forms L and M, and the Kuhlman Tests of Mental Development were given to normal adults, university students, feeble-minded adults, patients with diagnosis of convulsive state, patients with organic brain disease, and patients with emotional disturbance. It is concluded that the relationship between the Revised Stanford-Binet and the Kuhlman differed according to the nature of the group involved, although a consistent though not always reliable relationship between the tests was established. The size and direction of differences were dependent not only on the degree of brightness of the individual, but also upon the diagnostic classification. There appears to be a direct relationship between the type and severity of the disturbance which affects the individual and the test results obtained.—M. A. Seidenfeld.

2453. Fischer, Liselotte K. (*Hartley-Salmon Clinic, Hartford, Conn.*) A new psychological tool in function: preliminary clinical experience with the Bolgar-Fischer World Test. *Amer. J. Orthopsychiat.*, 1950, 20, 281-292.—Analysis of small groups of superior adults, student nurses, feeble-minded, alcoholic, organic patients, psychopaths, manic and schizophrenics with the Bolgar-Fischer World Test shows significant trends of differences between the normal and the clinical population. 26 references.—R. E. Perl.

2454. Fisher, Seymour, & Fisher, Rhoda. (*Elgin St. Hosp., Ill.*) Test of certain assumptions regarding figure drawing analysis. *J. abnorm. soc. Psychol.*, 1950, 45, 727-732.—Same sex figure drawings of 32 paranoid schizophrenics were evaluated by means of Machover's criteria and also by a "total impressionistic analysis for the presence of paranoid trends." The majority of the drawings could not be identified by either criteria and there was no significant correlation between the 2 methods. Psychologists with training in figure drawing interpretations showed no greater agreement among themselves in their ratings of expression and stance than they did with psychologically untrained raters. "The total results suggest that it is precarious to accept most of the current assumptions regarding figure drawing analysis."—H. P. David.

2455. Frandsen, Arden N., McCullough, Betsey R., & Stone, David R. (*Utah State Agricultural Coll., Logan.*) Serial versus consecutive order administration of the Stanford-Binet Intelligence Scales. *J. consult. Psychol.*, 1950, 14, 316-320.—For normally adjusted children the means of IQs obtained from serial administration do not differ significantly from those obtained from following the order prescribed in the manual. In the light of these findings, clinicians who favor adapting the Stanford-Binet for serial testing need have no hesitancy in using Terman and Merrill's norms for interpreting IQs thus obtained.—S. G. Dulsky.

2456. Goodenough, Florence L., & Harris, Dale B. (U. Minnesota, Minneapolis.) Studies in the psychology of children's drawings: II 1928-1949. *Psychol. Bull.*, 1950, 47, 369-433.—The following trends are noted: (1) upsurge of interest in projective techniques; (2) with reference to developmental aspects, an interest shift from broad considerations to details of line, form, etc., and media, e.g., clay and finger-painting; (3) increased concern with methodology particularly among those in the field of tests and measurements; (4) Increased utilization of the drawings in studies in general psychology, e.g., visual perception and visual memory. 330-item bibliography.—M. R. Marks.
2457. Hamlin, Roy M., Albee, George W., & Leland, Earl M. (V. A. Pittsburgh, Pa.) Objective Rorschach "signs" for groups of normal, maladjusted and neuro-psychiatric subjects. *J. consult. Psychol.*, 1950, 14, 276-282.—20 of Muench's 22 "signs" of adjustment were obtained for the three groups. This study did not support the hypothesis that significant differences exist between individuals at different levels of adjustment in terms of the specific Rorschach signs of adjustment used by Muench.—S. G. Dulsky.
2458. Harrower, M. R. Group techniques for the Rorschach Test. In Abt, L. E., & Bellak, L., *Projective psychology*, (see 25: 2445), 146-184.—The development of the Group Rorschach Test and the Multiple Choice Rorschach Test is described. Recent applications of the techniques are critically surveyed. Research in industrial, clinical, and educational areas appears to have been more encouraging than applications in military settings. Suggested modifications in procedure and design are evaluated. 29 references.—H. P. David.
2459. Kadis, Asya L. (Bellevue Hosp., New York.) Finger painting as a projective technique. In Abt, L. E., & Bellak, L., *Projective psychology*, (see 25: 2445), 403-431.—The history of finger painting as a projective technique is cited together with a review of pertinent literature. There follows a discussion of test administration, various diagnostic considerations, and characteristics inherent in the finger painting task. Relatively free from motor limitations, cultural influences, and social pressures, the method involves little experience of failure and may be used concomitantly with therapy. "In the clinical situation no clear-cut division between diagnosis and therapy can be made." Several reproductions have been included. 20 references.—H. P. David.
2460. Korner, Anneliese Friedsam. (Mt. Zion Hosp., San Francisco, Calif.) Theoretical considerations concerning the scope and limitations of projective techniques. *J. abnorm. soc. Psychol.*, 1950, 45, 619-627.—The basic rationale underlying projective methods is discussed. Predicting reality behavior is not considered one of the purposes of projective techniques, and conclusions based upon test results are derived through clinical and intuitive inferences. Before validation studies can be meaningful general psychological research will have to establish predictive criteria. The individual case is suggested as a fertile field for investigation.—H. P. David.
2461. Kuroda, Masasuke. (Tohoku U., Sendai, Japan.) Eine Untersuchung der Handschrift und des Charakters durch die Aufsätze. (An investigation of handwriting and character by means of sentences.) *Toh. Psychol. Fol.*, 1942, 9, 123-138.—Seventy-nine adult students of both sexes wrote for 45 minutes on "My Disposition." Character pictures were derived from content and style and related to handwriting. Both scripts and characters are categorized and described in detail. Relations can be seen between psychic inhibition and a distorted and irregular script; between the affective and parallel script, etc.—G. Rubin-Rabson.
2462. Levy, Sidney. (V. A. New York.) Figure drawing as a projective technique. In Abt, L. E., & Bellak, L., *Projective psychology*, (see 25: 2445), 257-297.—"The drawing procedure may be regarded as a situational test in which the subject is presented with a problem, and in his efforts to solve it he engages in verbal, expressive, and motor behavior." Basic assumptions and test procedure are discussed. There is a presentation of interpretative data and aspects of figure drawing analysis with illustrative examples. These include diagnostic criteria. A Drawing-Analysis Record Blank is reproduced. 151-item bibliography.—H. P. David.
2463. Lindner, Robert M. The content analysis of the Rorschach protocol. In Abt, L. E., & Bellak, L., *Projective psychology*, (see 25: 2445), 75-90.—On the assumption that "what the patient under Rorschach scrutiny produces is quite as important as how he produces it" a series of 43 separate responses have been analyzed. These responses and their diagnostic significance are discussed in detail. The technique is recommended as an additional approach, implementing the usual Rorschach interpretation.—H. P. David.
2464. Munroe, Ruth L. (City Coll., New York.) The inspection technique for the Rorschach protocol. In Abt, L. E., & Bellak, L., *Projective psychology*, (see 25: 2445), 91-145.—"The Inspection Rorschach consists essentially of a checklist of the major variations, quantitative and qualitative, commonly used in Rorschach interpretation." An entry is made for each item where the subject's performance is considered to deviate from the normal range. Construction of the method and its applications as a recording device, research tool, and quantitative adjustment measure are discussed. Instructions for use of the checklist are given in detail, complete with examples.—H. P. David.
2465. Pascal, Gerald R. Quantification of the Bender Gestalt: a preliminary report. *Amer. J. Orthopsychiat.*, 1950, 20, 418-423.—The purpose of this paper is to present preliminary findings in an investigation aimed at the establishment of a valid and reliable scoring procedure for the Bender Gestalt Test. Records were obtained from children who

were patients of a child guidance center, adult patients diagnosed as psychotic and neurotic, and adult normals. The records were studies for deviations which were made by patients and not frequently by nonpatients. The final scoring system consisted of 102 easily noted deviations. Results with this small sample show that satisfactory reliability can be obtained and that the scores show a significant difference between the records of patients and normal individuals.—*R. E. Perl.*

2466. Riess, Bernard F. (*Inst. for Psychotherapy, New York.*), Schwartz, Emanuel K., & Cottingham, Alice. An experimental critique of assumptions underlying the Negro version of the TAT. *J. abnorm. soc. Psychol.*, 1950, 45, 700-709.—A quantitative study of the length of TAT protocols given by 30 Negro and 30 white female college students in the North with a Negro and white administrator on the Murray-TAT and the Thompson-TAT modification indicated no statistically significant difference in productivity of Negroes with the T-TAT as compared with the M-TAT. Northern white subjects produced longer stories than did Northern Negroes on the T-TAT regardless of the color of the examiner. In comparison with Southern Negroes of equivalent educational background, Northern Negroes and whites produce stories of longer length on both M-TAT and T-TAT regardless of the color of the administrator. "The usefulness of Thompson's hypothesis concerning identification and culture with reference to Negroes needs to be questioned."—*H. P. David.*

2467. Rubin, Harold. (*Ohio State U., Columbus.*) A note on "Reply to Rubin." *J. consult. Psychol.*, 1950, 14, 327-328.—This writer's general criticism of Aaronson and Welsh's "reply to Rubin" (see 25: 2444) is that they have based their experiments on a misinterpretation of his original publication, which was an investigation of the individual scales of the MMPI, rather than a study of pattern analysis.—*S. G. Dulsky.*

2468. Sacks, Joseph M., & Levy, Sidney. (*V. A., New York.*) The Sentence Completion Test. In *Abt, L. E., & Bellak, L., Projective psychology*, (see 25: 2445), 357-402.—The historical background of the sentence completion technique is traced along with a critical review of major research efforts. Following an evaluation of other forms, the development of the 60 item Sacks Sentence Completion Test, SSCT, is described in detail. A quantitative rating for degree of disturbance is derived, the validity of which is considered dependent "upon the clinical background and acumen of the examiner as well as upon the material produced by the subject." The SSCT can be administered to individuals or groups requiring from 20 to 40 minutes. The form has been reproduced and examples of scoring and interpretation provided. 67-item bibliography.—*H. P. David.*

2469. Thompson, Grace M. (*Santa Barbara (Calif.) County Schs.*) Rorschach "populars" as a function of the length of record. *J. consult. Psychol.*,

1950, 14, 287-289.—228 protocols of group Rorschachs (Munroe method) of college students were studied. It is concluded that the percentage of popular responses should be more meaningful clinically than the raw number, since the latter appears to be to a very considerable extent simply a function of the length of record.—*S. G. Dulsky.*

2470. Tucker, J. E. (*Pennsylvania State Coll., State College.*) Rorschach human and other movement responses in relation to intelligence. *J. consult. Psychol.*, 1950, 14, 283-286.—Rorschach movement responses and Wechsler-Bellevue Adult Intelligence Test scores were gathered from 100 male adult neurotic veterans to determine whether there was a significant difference between M responses as an estimate of intelligence as compared with FM + m responses as an estimate of intelligence. It was found that human movement (M) scores and summed animal and minor movement (FM + m) scores correlated at the same level of significance with intelligence test scores and that the difference in the two correlations was not statistically significant. M correlated with full scale IQs + .26; FM + m correlated with full scale IQs + .35.—*S. G. Dulsky.*

2471. Wertham, Fredric. (*Lafargue Mental Hygiene Clinic, New York.*) The Mosaic Test; technique and psychopathological deductions. In *Abt, L. E., & Bellak, L., Projective psychology*, (see 25: 2445), 230-256.—A brief history of the Mosaic Test, description of the test material, and directions for administration are given. "The Mosaic Test does not give a picture of the dynamic structure of personality . . . mosaics represent certain basic or dominant processes corresponding to definite clinical entities or reaction types." Diagnostic indicators are outlined in detail with examples. Patterns related to specific clinical nosological groups are described. 16 references.—*H. P. David.*

2472. Wittenborn, J. R. (*Yale U., New Haven, Conn.*) A factor analysis of Rorschach scoring categories. *J. consult. Psychol.*, 1950, 14, 261-267.—"In general, the present study suggests that an incorrect emphasis may have influenced the development of current Rorschach scoring procedures and interpretive practices. For example, many of the scoring categories which belong to the various broad classes of determinants, e.g., color, texture, or diffusion have a quite dissimilar factorial composition, and in general the manner in which the various determinant scoring categories cluster together could not be predicted by an employment of the usual beliefs concerning behavioral implications of determinants."—*S. G. Dulsky.*

2473. Woltmann, Adolf G. (*Mt. Sinai Hosp., New York.*) The Bender Visual-Motor Gestalt Test. In *Abt, L. E., & Bellak, L., Projective psychology*, (see 25: 2445), 322-356.—Some fundamental concepts of Gestalt psychology are expressed prior to formulation of the basic assumptions underlying the Bender Visual-Motor Gestalt Test and its clinical application. The figures have been reproduced. Test materials, directions for administra-

tion, and approaches to interpretation are described and discussed. The method has been found most appropriate in organic and psychotic conditions. Since "personality disturbances in the neurotic personality seldom invade the visual-motor sphere" usefulness in neuroses is believed to be limited.—*H. P. David.*

2474. Zulliger, Hans. Psycho-analysis and the form-interpretation test. *Int. J. Psycho-Anal.*, 1950, 31, 152-155.—The advantages of a psycho-analytic investigation of certain Rorschach response contents over and above the usual formal Rorschach interpretations are indicated with samples from a case study.—*N. H. Pronko.*

(See also abstracts 2131, 2305, 2540, 2613)

TREATMENT METHODS

2475. Adams, Walter A. (Provident Hospital, Chicago, Ill.) The negro patient in psychiatric treatment. *Amer. J. Orthopsychiat.*, 1950, 20, 305-310.—The white therapist must penetrate the negro patient's defenses in order to reach the core of his personality. The therapist must ultimately draw the mentally sick negro patient away from his rationalizations and prepare him to face his hidden problems which are the same kind that haunt, enslave, torture and degrade men of all races.—*R. E. Perl.*

2476. Balint, Michael. Changing therapeutical aims and techniques in psycho-analysis. *Int. J. Psycho-Anal.*, 1950, 31, 117-124.—There is a need for a theory away from a biological bias which limits description to the individual toward an object-relation bias which would include factors in the person's environment.—*N. H. Pronko.*

2477. Bartemeier, Leo H. Illness following dreams. *Int. J. Psycho-Anal.*, 1950, 31, 8-11.—Experiences in practice lead the author to conclude that dreams which are followed by acute reactions during psychoanalysis prognosticate significant changes in the transference relationship.—*N. H. Pronko.*

2478. Berger, Milton M. The use of cerium oxalate to reduce incidence of emesis in deep insulin therapy. *Amer. J. Psychiat.*, 1950, 106, 865.—The author describes the use of cerium oxalate as a successful agent to reduce the incidence of unpleasant nausea and oft-times dangerous vomiting so frequently associated with deep insulin coma therapy.—*R. D. Weitz.*

2479. Birren, Faber. Color psychology and color therapy; a factual study of the influence of color on human life. New York: McGraw-Hill, 1950. ix, 284 p. \$4.50.—Startling disclosures of the effects of color are intermingled with brief reminders of the therapeutic usefulness of electromagnetic energy in ranges outside the visible spectrum. Excerpts from a variety of authors are cited with a minimum of evaluative comment in the interests of presenting a comprehensive account. 127-item bibliography.—*N. R. Bartlett.*

2480. Blitzsten, N. Lionel; Eissler, Ruth S., & Eissler, K. R. Emergence of hidden ego tendencies during dream analysis. *Int. J. Psycho-Anal.*, 1950, 31, 12-17.—"In view of the decisive bearing the patient's ego modification has on the treatment, behavior during dream analysis may become a clinically important guide for the analyst as to where to look for the battlefield on which the decisive analytic battle will be fought."—*N. H. Pronko.*

2481. Clapp, John S., & Loomis, Earl A., Jr. Continuous sleep treatment; observations on the use of prolonged, deep, continuous narcosis in mental disorders. *Amer. J. Psychiat.*, 1950, 106, 821-829.—This report is based upon the author's survey of 70 applications of prolonged sleep in the treatment of 57 psychotic and psychoneurotic patients. Psychotic excitements, both manic and schizophrenic respond to narcosis therapy though experience with psychoneurotic patients is insufficient to warrant conclusions. However, this procedure might be valuable in psychoneurotics particularly where severe anxiety or phobias are indicated. The outstanding disadvantage of narcosis therapy is the necessity of constant nursing attention during treatment. 18 references.—*R. D. Weitz.*

2482. Ezriel, Henry. A psycho-analytic approach to the treatment of patients in groups. *J. ment. Sci.*, 1950, 96, 774-779.—The manifest content of group therapeutic sessions may embrace anything, but the common group tension will be the significant aspect, regardless of the manifest content. The therapist's interpretations should be aimed at the unconscious problem and interpretations of any individual's problems should be made only to show how his behavior represents his specific way of coping with the common group tension and why he reacts in this way.—*W. L. Wilkins.*

2483. Fiedler, Fred E. (U. Chicago, Ill.) The concept of an ideal therapeutic relationship. *J. consult. Psychol.*, 1950, 14, 239-245.—Two investigations were undertaken to ascertain whether therapists with divergent theoretical views and therapeutic techniques also differed in their concept of an ideal therapeutic relationship. In both studies only one general factor was found. The better trained therapists of different schools agreed more highly with each other than they agreed with less well trained therapists within their own school. Naive subjects were well able to describe the ideal therapeutic relationship. The therapeutic relationship may be but a variation of good interpersonal relationships in general.—*S. G. Dulsky.*

2484. Haigh, Gerard. (Springfield Coll., Mass.), & Kell, Bill L. Multiple therapy as a method for training and research in psychotherapy. *J. abnorm. soc. Psychol.*, 1950, 45, 659-666.—Multiple therapy implies the use of 2 therapists with one client. Its value in training and as a research medium is discussed. Excerpts from actual case records serve as illustrations.—*H. P. David.*

2485. Harris, Cyril R. (Holloway Sanatorium, Virginia Water, Eng.) Electronarcosis: a safe tech-

nique for routine administration under anaesthesia and eulessen (decamethonium iodide or C.10). *J. ment. Sci.*, 1950, 96, 788-792.—Description of method.—W. L. Wilkins.

2486. Heimann, Paula. On counter-transference. *Int. J. Psycho-Anal.*, 1950, 31, 81-84.—"The analyst's emotional response to his patient within the analytic situation represents one of the most important tools for his work."—N. H. Pronko.

2487. Hiltner, Seward. (U. Chicago, Ill.) Timing in counseling. *Pastoral Psychol.*, 1950, 1(7), 20-24.—Many of the controversies over directive vs. non-directive counseling recede when viewed in the light of timing. Stereotyped thinking permits faulty generalizations, and what may work in one situation is not well-timed for another, and consequently fails in that setting. Excerpts are given of a pastoral interview with a woman whose husband has recently died of cancer. The timing is good, because she has been doing anticipatory grief work for two months during which she has known of his fatal illness. The pastor might not do so well next time, unless he is aware of the timing enough to realize the adjustment she has already made.—P. E. Johnson.

2488. Ivimey, Muriel. Negative therapeutic reaction. *Amer. J. Psychoanal.*, 1948, 8, 24-33.—Negative therapeutic reaction refers to resistances encountered in psychoanalysis in which the patient seems to defend himself against improvement or recovery even after appreciable improvement is brought about. The patient may suddenly show an aversion to progress in the analysis, an exacerbation of symptoms may appear and he no longer wishes to make the effort necessary to improve and regain his health. Examination of certain case histories indicates the essential factor in negative therapeutic reactions is the fear of change, i.e., the change from formerly well developed neurotic defenses to new values and freedom.—K. S. Wagoner.

2489. Kelman, Harold. Group therapy. *Amer. J. Psychoanal.*, 1948, 8, 44-54.—Factors involved in group therapy and in psychoanalytic group therapy are considered. The conditions for an optimal psychoanalytic group situation are outlined. It is suggested that groups in psychoanalytic group therapy might consist of 6 to 8 members. The role, limitations, and danger for the therapist are discussed as well as other possible limitations in the group situation. Group psychoanalytic therapy should receive further investigation and experimentation.—K. S. Wagoner.

2490. Kilpatrick, Elizabeth. Approaches to self-contempt in analysis. *Amer. J. Psychoanal.*, 1948, 8, 77-78.—Abstract.

2491. Klein, Melanie. On the criteria for the termination of a psycho-analysis. *Int. J. Psycho-Anal.*, 1950, 31, 78-80.—If the conflicts and anxieties experienced during the first year of life have been adequately worked through, then the patient is ready for termination of analysis even though such termination evokes painful feelings and early anxieties.—N. H. Pronko.

2492. Lussheimer, Paul. Environmental influences on the analytic situation. *Amer. J. Psychoanal.*, 1948, 8, 34-43.—Influences of certain aspects of the immediate environment, such as the family, friends, business associates, etc., upon the analytic situation are discussed. Analysis affects the patient's environment and the analyst should look for the relation between changes in the patient and changes in the environment. The importance of the present as well as the past experience of the patient must be observed.—K. S. Wagoner.

2493. O'Flanagan, P., Smith, P. W., & Taylor, R. B. (Pastures Hosp., Mickleover, Derby, Eng.) Cerebral dysrhythmia induced by photic and chemical stimulation as a method of treatment in psychiatry. *J. ment. Sci.*, 1950, 96, 745-750.—Photic stimulation with a stroboscope is used to induce powerful stimulation of sympathetic centers short of full photogenic seizure. Results of 20 cases are reported.—W. L. Wilkins.

2494. Potter, Muriel. (Teachers Coll., Columbia U., New York.) The use of limits in reading therapy. *J. consult. Psychol.*, 1950, 14, 250-255.—Reading therapy uses limits in much the same way as other therapies. It differs from them in having specific as well as general aims for its clients, in using reading as content about which to structure its processes, and in making use of a special milieu to facilitate these processes.—S. G. Dulsky.

2495. Rickman, John. The factor of number in individual- and group-dynamics. *J. ment. Sci.*, 1950, 96, 770-773.—Individuals have infancy; groups do not. Most therapy considerations are based on two-body situations involving the analysis of persons having difficulty in a three-body (oedipus) situation. Group therapy involves a many-body situation.—W. L. Wilkins.

2496. Robie, Theodore R. Is shock therapy on trial? *Amer. J. Psychiat.*, 1950, 106, 902-910.—The proofs of a full decade have not been able to convince a few psychiatrists of the value of electroshock in obtaining rapport and decreasing suicides with psychotics. A national survey of psychiatrists has shown that shock therapy is a valuable therapeutic agent in this respect. The author expresses his theory concerning the "modus operandi" whereby electroshock therapy brings about improvement in melancholy states and in delusional states.—I. Mintz.

2497. Sandison, R. A. (Walsingham Park Hosp., Eng.) The psychology of electric convulsion treatment. *J. ment. Sci.*, 1950, 96, 734-744.—Five cases are described from the standpoint of analytic dynamics to illustrate how ECT breaks up the fantasy world of the patient. Use of the Rorschach to assess personality dynamics is recommended.—W. L. Wilkins.

(See also abstracts 2189, 2332, 2608)

CHILD GUIDANCE

2498. Diatkine, R. Note sur quelques observations pratiquées au cours d'une tentative psycho-

thérapeutique dans un internat médico-pédagogique pour caractériels. (A note on some practical observations made in the course of a psychotherapeutic endeavor in a medico-pedagogical institution for children with character-difficulties.) *Enfance*, 1949, 2, 445-452.—Experience as a psychotherapist in a children's institution resulted in conclusions concerning the children's needs. Teachers who are mature and who recognize needs of the children are necessary. Children have attitudes of being abandoned by parents which makes therapy difficult. Rigid discipline and minor attitudes toward sex problems make therapy difficult. Group therapy appears to give better results.—*F. C. Sumner*.

2499. Gaudet, E. Louise. (V. A. Mental Hygiene Clinic, Newark, N. J.) Dynamic interpretation and treatment of asthma in a child. *Amer. J. Orthopsychiat.*, 1950, 20, 328-345.—This is a detailed report of the treatment of a 10.5 year old asthmatic boy over a 13 month period. The mother and father as well as the child were all treated by the same therapist. As treatment progressed the problem which was originally focused around the child's asthmatic attacks soon was seen as a personality problem in the child, and finally the severe marital problem which had not been evident in the beginning was revealed and handled in the work with the parents. In the discussion, Samuel B. Kutash points out the advantages in this case of direct simultaneous personal treatment of a child and both of his parents by one psychoanalytically oriented therapist.—*R. E. Perl*.

2500. Josselyn, Irene M. (Herrick House, Bartlett, Ill.) Treatment of the emotionally immature child in an institutional framework. *Amer. J. Orthopsychiat.*, 1950, 20, 397-409.—Because of the inadequacy of many homes, institutions may prove to be the answer to the problems of emotionally immature children, if the institutions can accept and find ways of giving corrective life experiences to these children. A case history is given of an 11 year old problem child treated at Herrick House, a convalescent home for children recovering from rheumatic fever.—*R. E. Perl*.

2501. Karpman, Ben (Chm.), Lurie, Louis A., Lippman, Hyman S., Lourie, Reginald S., Rabinovitch, Ralph D., Allen, Frederick H., Spitz, Rene A., & Anderson, V. V. The psychopathic delinquent child. Round Table, 1949. *Amer. J. Orthopsychiat.*, 1950, 20, 223-265.—This symposium attempts to organize the available material on the psychogenesis and development of psychopathic behavior. There seems to be greater agreement among psychiatrists on the causes of psychopathy in children than in adults. All but one, even when they pay their respects to constitutional aspects, go on working on the psychogenesis of the behavior. The chief etiological offender appears to be a particular type of mother-infant relationship, resulting in disturbances of the process of projection, objectification and identification.—*R. E. Perl*.

2502. Rose, John A. A program for orientation in child psychiatry. *Amer. J. Psychiat.*, 1950, 106,

834-840.—Recent emphasis upon the interrelationship between personality disturbance and social setting created a greater need for additional collaborative training programs oriented in child psychiatry. The program instituted at the Children's Hospital in Philadelphia affords V. A. residents supervised experience in dealing with a wide range of children's problems. Similarly, both the merits and inadequacies of such a program are evaluated in terms of the intrinsic value to parents and residents involved.—*R. D. Weiss*.

2503. Simon, Abraham J. (Jewish Child Welfare Assoc., St. Louis, Mo.) Social and psychological factors in child placement. *Amer. J. Orthopsychiat.*, 1950, 20, 293-304.—The functional and the psychoanalytic schools of thought in child placement are described and compared. Examining cases under care at the Jewish Child Welfare Association of St. Louis, the author concludes that the functional approach is sorely amiss in suggesting that most of these children could make a satisfactory adjustment in placement. In the discussion, Herbert H. Aptekar defends the functional approach.—*R. E. Perl*.

(See also abstracts 2335, 2552, 2642)

VOCATIONAL GUIDANCE

2504. Barahal, G. D., Brammer, L. M., & Shostrom, E. L. (Stanford U., Calif.) A client-centered approach to vocational counseling. *J. consult. Psychol.*, 1950, 14, 256-260.—Subjects were 100 non-veteran, college freshmen volunteers divided into two equal control and experimental groups. Client-centered permissive counseling procedures and materials resulted in greater client satisfaction with the counseling process than highly-structured counselor-centered procedures. Client-centered techniques also seemed to result in greater client feelings of self-direction than the more rigid control processes and materials.—*S. G. Dulsky*.

BEHAVIOR DEVIATIONS

2505. Alford, Leland B. The localization of the mental functions: a new conception. *Sth Med. J., Bgham*, 1950, 43, 262-265.—Evidence from the author's experience and that of others is cited in support of a new conception of the localization of mental functions to the effect that dementia is produced by properly placed lesion (softening, hemorrhage, cysts) of the thalamus, preferably of the left side, and that no such effect is caused by injuries elsewhere in the brain. Aphasia, agnosia, and apraxia appear to be purely functional.—*F. C. Sumner*.

2506. Blain, Daniel. Mental disturbances and their relation to insurance. *J. insur. Med.*, 1950, 5(1), 47-52.—Psychoses are now better treated and offer a better chance for cure and have therefore a better prognosis. The neuroses are capable of complete cure where treatment conditions are optimum. Applicants for insurance who have a history of the neuroses, and to some extent the psychoses, may now be regarded with more favor as good risks for both

disability and life insurance when cure, accompanied by treatment, can be demonstrated. Spontaneous cures with little or no careful observation and study should be regarded with suspicion. Present knowledge of etiology and psychopathology of mental disturbances is sufficient to aid the medical examiner in evaluating total life-situations in terms of probability of disease and aftermaths of illness.—F. C. Sumner.

2507. Bonaparte, Marie. *Psyche in nature or the limits of psychogenesis*. *Int. J. Psycho-Anal.*, 1950, 31, 48-52.—The reaction against the materialistic, organic tendency of the nineteenth century has swung too far the other way. Physiology must not be denied its rights in the name of psychology. Psychoanalysis must recognize its boundaries.—N. H. Pronko.

2508. Fischer, Siegfried. (*U. California, Berkeley*.) *Principles of general psychopathology; an interpretation of the theoretical foundations of psychopathological concepts*. New York: Philosophical Library, 1950. xxi, 327 p. \$4.75.—The most important psychopathological phenomena and their theoretical bases are surveyed. Part I, the fundamentals of psychopathological concepts, deals with the disturbances of perception, thought, memory, attention, consciousness, apperception, emotion, drive, volition, intelligence, phantasy, movements of expression and language. Part II, comprehensible and causal connections, considers dynamic and organic factors in psychopathology. Part III, Syndromes, discusses a variety of symptom-complexes. Part IV, the abnormal personality, treats of the normal, neurotic and psychopathic personality and the relation between personality and psychosis.—N. H. Pronko.

2509. Green, David E. (*U. Wisconsin, Madison*.), & Knox, W. Eugene. (Eds.) *Research in medical science*. New York: Macmillan, 1950. viii, 492 p. \$6.50.—Outstanding achievements and future trends are indicated by representatives in medical and allied fields of research. The 26 essays, 4 of which are abstracted elsewhere in this issue (see 25: 2194, 2199, 2365, 2513), include physiology, psychiatry, neurology, epidemiology, microbiology, anthropology, chemotherapy and genetics.—N. H. Pronko.

2510. House, Joseph W., & Marquit, Sybil. (*V. A. Mental Hygiene Clinic, Miami, Fla.*) *Reactions of mental patients to attendance at a businessmen's luncheon club meeting*. *J. abnorm. soc. Psychol.*, 1950, 45, 738-742.—The reactions of 26 hospitalized male veterans to individual attendance at a single Kiwanis Club luncheon meeting are evaluated. Each patient was interviewed informally immediately upon return and again exactly one month later. "Although each patient reacted differently, the experience was pleasant and meaningful to nearly all." Early enthusiasm waned over time but personalized aspects of the experience tended to remain.—H. P. David.

2511. Lowrey, Lawson G. *Psychiatry for social workers*. (2d ed.) New York: Columbia Univ.

Press, 1950. xiii, 385 p. \$4.50.—The data of psychiatry are presented to help the social worker understand the dynamics of a situation. The various aspects discussed include the recording of interviews, symptoms, psychoses of toxic and organic origin, functional disorders, neuroses and psychoses, behavior disorders, and the problems of rejectees and veterans. The place of the social worker in treatment is pointed up. 99 references. (See 20: 3648.)—V. M. Stark.

2512. Mackay, Roland P. (*U. Illinois Coll. Med., Chicago*.) *Re-employability of persons released from mental institutions*. *Industr. Med.*, 1950, 19, 480-524.—The problem of the re-employability of persons with a "mental history" is considered from the standpoint of the psychosis or psychoneurosis from which the individual suffered and from the standpoint that every case must be considered upon its own merits and that the careful study by the psychiatrist must be utilized in making the decision. One can not generalize in this matter. Attention is called to the fact that often employment can itself aid in full recovery.—F. C. Sumner.

2513. Menninger, Karl A. (*Menninger Foundation, Topeka, Kans.*) *Research in psychiatry*. In Green, D. E., & Knox, W. E., *Research in medical science*, (see 25: 2509), 466-478.—The postulates and "methodological pillars" of current psychological medicine are examined. Experimentation in vector psychology, hypnosis, drugs and physiological and psychological measurement constitute many-fronted attacks upon psychiatric data. Both these disconnected technics as well as the various theories are being integrated by contemporary workers.—N. H. Pronko.

2514. New York Academy of Medicine. *The future in medicine; the march of medicine, 1949*. New York: Columbia University Press, 1950. x, 160 p. \$2.50.—Articles pertinent to psychology are abstracted separately in this issue as entries no. 2198, 2515, 2577.

2515. Patterson, Robert P. *Law and medicine*. In *New York Academy of Medicine, The future in medicine* (see 25: 2514), 3-19.—The article discusses some of the points of common interest to law and medicine. These include: criminal responsibility, problems of the mentally ill (commitment procedures), including alcoholism, and "domestic relations." Law has not caught up with science and still lags considerably behind. Patterson advocates closer collaboration between medicine and law to bring about needed revisions of legal principles.—H. H. Strupp.

2516. Rickles, Nathan K., Klein, J. J., & Bassan, M. E. *Who goes to a psychiatrist? A report on 100 unselected, consecutive cases*. *Amer. J. Psychiat.*, 1950, 106, 845-850.—Data on 100 unselected, consecutive patients of all occupational levels were compiled for purposes of determining the kinds of people who go to a psychiatrist and their reasons for doing so. The general symptoms expressed included feelings of insecurity, not belonging, frustration,

self-consciousness and futility. Too, a great deal of negation and guilt feelings with regard to sexuality were indicated by both men and women. Most cases who continued therapy were able to bear the economic burden despite modest financial circumstances and in many instances remission was complete.—*A. Einsohn.*

2517. Rosner, Albert A., & Balser, Benjamin Harris. Research in military neuropsychiatry, September 1945 to September 1947. *Amer. J. Psychiat.*, 1950, 106, 808-811.—A study of 200 papers on military psychiatry was reviewed by the Committee on Military Psychiatry of the American Psychiatric Association. Most of the research consisted of individual observations and impressions, rather than organized studies. It was found that the development of abreactive and other short therapeutic methods were generally approved. This survey indicated some very neglected areas which require extensive research. The publication of a news-letter which will present up-to-date information on research in military psychiatry, and the possibility of a permanent research panel whose main function would be to coordinate and initiate research activities were suggested.—*A. Einsohn.*

2518. Stern, Karl; Boulanger, J. B., & Cleghorn, Sheena. The semantics of "organ language;" a comparative study of English, French, and German. *Amer. J. Psychiat.*, 1950, 106, 851-860.—A comparative linguistic study of English, French, and German was made to investigate the manner in which the nouns for organs and the verbs for organ functions are employed in grammatical units with emotional connotation. It was found that various body areas are semantically employed along definite trends. Grammatical units referring to oral, nasal, and anal functions are related to specific emotional feelings. 31-item bibliography.—*R. D. Weitz.*

2519. Wolff, Werner. The threshold of the abnormal; a basic survey of psychopathology. New York: Hermitage House, 1950. xv, 473 p. \$6.50.—The treatment is concerned "less with clear-cut clinical pictures but more with the structure and genesis of abnormal behavior," and with its dynamics. The six parts deal with the concept of abnormality; the physiological, environmental and psychological factors of abnormality; treatment and the diagnosis and evaluation of personality. Extensive chapter bibliographies.—*N. H. Pronko.*

(See also abstract 2197)

MENTAL DEFICIENCY

2520. Arthur, Grace. (35 N. Grotto, Saint Paul, Minn.) Sources of error in the diagnosis of feeble-mindedness. *Minn. Med.*, 1949, 32, 1210-1211.—Delayed speech, defective speech, congenital word blindness (a reading disability) are cited as sources of error in the diagnosis of feeble-mindedness.—*F. C. Sumner.*

2521. Beck, Claude S., McKhann, Charles F., & Belnap, W. Dean. Revascularization of the brain.

Amer. J. ment. Def., 1950, 55, 218-219.—Revascularization of the brain is described and the results of the use of this procedure on a group of patients are described.—*V. M. Staudt.*

2522. Bloede, G. *Maladie naevique et oligophrénie.* (Naevic malady and oligophrenia.) *Maroc méd.*, 1950, 29, 325-330.—Some observations (6 cases) are reported where naevic ailments are accompanied by mental deficiency. Suggestions are made that the possible connection be more intensively studied.—*F. C. Sumner.*

2523. Fang, T. C. (U. Coll., London, Eng.) The third interdigital patterns on the palms of the general British population, mongoloid and non-mongoloid mental defectives. *J. ment. Sci.*, 1950, 96, 780-787.—Mongoloid defectives differ from control populations in frequency but not in morphology of patterns.—*W. L. Wilkins.*

2524. Gauger, Adeline B. (Pacific Colony, Spadra, Calif.) Statistical survey of a group of institutionalized cerebral palsy patients. *Amer. J. ment. Def.*, 1950, 55, 90-98.—A detailed analysis is given of 141 female patients ranging in age from 3 to 64, and in intelligence from low idiot to high moron range, with physical involvement varying from a monoplegia or mild athetosis, to total disability. As a result of the analysis the author concludes that birth order may play an important part in the etiology of cerebral palsy; that intelligence and physical handicap may vary widely even in a group of mentally defective cerebral palsy patients, and that in this group, epilepsy is an important factor. The major problem exists, however, in convincing families of these children that early placement is advisable.—*V. M. Staudt.*

2525. Hamlett, Iona C., & Engle, T. L. (Fort Wayne (Ind.) State Sch.) Mental health analyses of furlough patients. *Amer. J. ment. Def.*, 1950, 55, 257-263.—The Mental Health Analysis, Adult Series, Form A, was administered to 36 successful and 27 unsuccessful mentally deficient patients. This test was found to differentiate between successful mentally deficient patients, who were making their way outside, and the unsuccessful patients, who had had to be returned to the institution.—*V. M. Staudt.*

2526. Hay, Woodhull. Mental retardation in different age groups. *Amer. J. ment. Def.*, 1950, 55, 191-197.—The special problems of the preschool period, school period and postschool period are described.—*V. M. Staudt.*

2527. Hays, William. A comparison of scatter patterning for mental defectives on the Wechsler Forms I and II. *Amer. J. ment. Def.*, 1950, 55, 264-268.—Two relative homogeneous random groups of 40 high grade and borderline defective groups were given Form I and Form II of the Wechsler-Bellevue Scale. It was found that the Wechsler Forms I and II are in fairly good agreement in regard to mean scatter patterning for institutionalized high grade and borderline mental defectives. However, some of the individual subtests appear to be significantly

higher on the Wechsler II than I for this population, and some differences are to be seen in total weighted scores for the two forms, although these are not clearly significant.—V. M. Staudt.

2528. Jastak, Joseph. (Delaware State Hosp., Farnhurst.) The endogenous slow learner. *Amer. J. ment. Def.*, 1950, 55, 269-274.—The concept of endogenous slow learner is evaluated in terms of learning ability and personality.—V. M. Staudt.

2529. Jensen, Reynold A. (U. Minnesota, Minneapolis.) The clinical management of the mentally retarded child and the parents. *Amer. J. Psychiat.*, 1950, 106, 830-833.—The need for emphasis upon expression of parental feelings with regard to the retarded child is stressed. Only when the parents can view their own guilt feelings and anxieties can they make objective and intelligent decisions concerning the child. Supplementary clinical methods for evolving a valid diagnosis and planning for the child's future are included.—E. Einsohn.

2530. Klauminzer, Frederick A., & Harper, Victor T. (Southbury (Conn.) Training Sch.) The conference method with older, mentally defective children. *Amer. J. ment. Def.*, 1950, 55, 198-207.—Well-planned and conducted conferences were found to build up the morale of mentally defective boys by: (1) Making them feel that their opinion was solicited in matters of great importance to them; (2) Creating in them a sense of responsibility for the whole program; (3) Arousing enthusiasm for the proposals made by them in conference with their associates and equals; (4) Motivating them to more readily accept decisions; (5) Giving them practice and experience in a technique of considering all phases of any problem prior to action; (6) Developing a better understanding and appreciation of the value and the necessity for rules, regulations, and procedures; and finally, (7) Developing a more considerate, tolerant, friendly attitude and a willingness to plan and cooperate with a group of their fellows and members of the school personnel in the solution of mutual problems.—V. M. Staudt.

2531. McClure, Catherine. (U. Pittsburgh, Pa.) Nursing therapy in mental deficiency. *Amer. J. ment. Def.*, 1950, 55, 108-116.—The role of the nurse as a cooperative member of the team that is working with the mentally deficient is described. The nurse's contributions toward a more efficient and comprehensive type of nursing care as well as toward promoting better understanding of the retarded child are discussed.—V. M. Staudt.

2532. McCulloch, Thomas L. (Letchworth Village, Thiells, N. Y.) The effect of glutamic acid feeding on cognitive abilities of institutionalized mental defectives. *Amer. J. ment. Def.*, 1950, 55, 117-122.—Under the conditions of the present study, evidence was not obtained of a positive effect of glutamic acid feeding on mental abilities as measured by test scores for a group of institutionalized mentally defective subjects.—V. M. Staudt.

2533. Maisner, Edna A. Contributions of play therapy techniques to total rehabilitative design in an

institution for high-grade mentally deficient and borderline children. *Amer. J. ment. Def.*, 1950, 55, 235-250.—An exploratory play therapy project at the Wayne County Training School is described with respect to the procedures, equipment and the psychological processes involved. Various points are illustrated by case material. Each of fifteen children described showed some indication of significant improvement. The apparent success of the program is attributed by the author to the interaction of this special program with the total educational experience provided for the child. Further research is also indicated. 18 references.—V. M. Staudt.

2534. Malzberg, Benjamin. (New York State Department of Mental Hygiene, Albany.) Statistical aspects of mental deficiency with congenital cerebral spastic infantile paralyses. *Amer. J. ment. Def.*, 1950, 55, 99-104.—This study is based upon an analysis of 544 patients on the books of the New York State schools for mental defectives on April 1, 1948, diagnosed as mental deficiency with congenital cerebral infantile paralyses. These patients represent about 3% of all the patients in these schools. They were admitted at an average age of 14.0 years. 82% were either idiots or imbeciles. 15% were morons, compared with only 4% among mongols. The racial distribution indicates a probable excess of Hebrews. There is a probable excess of later-born among the spastic group. The average number of children per family (corrected for sampling error) is 2.7.—V. M. Staudt.

2535. Mautner, Hans. (Wrentham (Mass.) State Sch.) Abnormal findings on the spine in mongoloids. *Amer. J. ment. Def.*, 1950, 55, 105-107.—Incomplete fusion of the arches of the lower spine in mongoloids was found in high percentage, especially in young children. This corresponds to the high percentage of mongoloids with severe malformations of the spinal cord.—V. M. Staudt.

2536. Michal-Smith, H. (Princeton U., N. J.) A study of the personal characteristics desirable for the vocational success of the mentally deficient. *Amer. J. ment. Def.*, 1950, 55, 139-143.—An index of employment and personal characteristics designed as an aid in the vocational training of the mentally deficient and their subsequent placement in industry was compiled from data submitted by personnel and institutional directors. Both groups considered manual labor as the most satisfactory type of work for the mental deficient, machine operation and jobs involving meeting the public least satisfactory. Repetitive work was adjudged neither optimal nor undesirable. Personnel directors and institutional directors tended to be in accord as to the potential job success of the mental deficient and the personal traits required for such success.—V. M. Staudt.

2537. Palmer, Richard. Juvenile form of amaurotic idiocy. *J. nerv. ment. Dis.*, 1950, 112, 356-358.—Abstract, case.

2538. Quinn, Karl V., & Durling, Dorothy. (Wrentham (Mass.) State Sch.) I. New Experiment in glutamic acid therapy: 24 cases classified as mental

deficiency, undifferentiated, treated with glutamic acid for six months. II. Further studies in glutamic acid therapy. *Amer. J. ment. Def.*, 1950, 55, 227-234.—This is a detailed report of the use of glutamic acid therapy and its results for 24 cases.—V. M. Staudt.

2539. Rudolf, G. de M. (*Hortham Hosp., Bristol, Eng.*) Changes continuing after the termination of treatment of mental defectives with aneurin. *J. ment. Sci.*, 1950, 96, 796-798.—Improvement in 24 cases was limited to one phase only of behavior, changes in IQ being slight. Changes in social quotient continued and it is suggested that the vitamin is stored, or at least exerts some effect, for a period greater than 3 months, and possibly up to 14 months, because social quotients did not begin to decline in that time.—W. L. Wilkins.

2540. Slack, Charles William. Some intellectual functions in the Thematic Apperception Test and their use in differentiating endogenous feeble-mindedness from exogenous feeble-mindedness. *Train. Sch. Bull.*, 1950, 47, 156-169.—Length of stories, number of causally connected statements and purposefully connected statements on the TAT were correlated with PMA (age 5 to 7 form) test scores and 1916 Stanford-Binet results for 15 exogenous and 12 endogenous mentally deficient boys. Length of stories, number of causally and purposefully connected statements and S-B results all correlated with PMA Verbal mental age for the endogenous but not for the exogenous of equivalent mental age—6. It is suggested that the endogenous be thought of as field-oriented and as making greater use of causal rather than purposeful relationships in attempting to structure a field.—W. L. Wilkins.

2541. Spitzer, Richard, & Mann, Ida. Congenital malformations in the teeth and eyes in mental defectives. *J. ment. Sci.*, 1950, 96, 681-709.—319 cases were examined dentally and 84 of these also for eye defects. Consistent dental and lenticular disorders were found and are considered part of a prenatal complex related to other congenital defects. 43 references.—W. L. Wilkins.

2542. Stacey, Chalmers L., & Levin, Janice. (*Syracuse U., N. Y.*) Performance of retarded individuals on Stanford-Binet and Wechsler-Bellevue Intelligence Scales. *Amer. J. ment. Def.*, 1950, 55, 123-131.—100 subjects from the Syracuse State School, male and female, ranging in age from 10 years to 22 years 9 months, were studied by means of the Revised Stanford-Binet (Form L) and the Wechsler-Bellevue Intelligence Scales (Form I). Correlations between the Stanford-Binet IQ and the Verbal, Performance, and total IQ's of the Wechsler were .80, .67, and .77 respectively for the original group. 64 persons in the original group whose Stanford-Binet IQ's ranged from 50 to 69 the moron group, gave correlations of .68, .55, and .69 respectively.—V. M. Staudt.

2543. Thomson, Mildred. Together. *Amer. J. ment. Def.*, 1950, 55, 1-13.—This is the address of the President of The American Association on Mental

Deficiency, delivered May 19, 1950 at Columbus, Ohio. (Portrait, frontispiece; vita facing.)—V. M. Staudt.

2544. Tizard, J., & O'Connor, N. (*Maudsley Hosp., Denmark Hill, London, Eng.*) The employability of high-grade mental defectives. II. *Amer. J. ment. Def.*, 1950, 55, 144-157.—Some of the factors in temperament which may affect vocational efficiency and social competence are named and the literature on each is assessed with special reference to mental defectives. It is suggested that although perhaps more liable to emotional instability than those of higher intelligence, there is no reason to suppose that the defective is less persistent or more suggestible than other members of the community of comparable socio-economic status. His performance on level of aspiration tests does not distinguish him as a class from the normal. He is apparently no more susceptible to monotony than a normal worker and may even be less so.—V. M. Staudt.

2545. Walker, Gale H. (*Polk (Pa.) State Sch.*) Social and emotional problems of the mentally retarded child. *Amer. J. ment. Def.*, 1950, 55, 132-138.—The social and emotional problems of the defective are described as problems that are chargeable to the normal as much as to the defective. The defective's problems center primarily on matters of security and thwarted opportunity for expression. The total of society's attempts for the defective has effected little understanding of him. There is a considerable unknown in the field of emotional problems of the mental defective.—V. M. Staudt.

(See also abstracts 2666, 2667, 2669)

BEHAVIOR PROBLEMS

2546. Anderson, Dwight. The other side of the bottle. New York: A. A. Wyn, 1950. xii, 258 p. \$3.00.—The author's case history as a chronic alcoholic through his treatment and recovery is detailed. Yale Plan and other therapies are reviewed, and the future of programs for control of alcoholism discussed.—W. L. Wilkins.

2547. Bennett, A. E., & McKeever, L. G. (*The A. E. Bennett Neuropsychiatric Research Foundation, 2000 Dwight Way, Berkeley, Cal.*) "Antabuse" in the treatment of alcoholism. 16mm. motion picture film, kodachrome, silent, 418 feet, 17 minutes; 1950. Available through Psychological Cinema Register, The Pennsylvania State College, State College, Pa.—The use of "Antabuse" (tetraethylthiuram-disulfide) in the treatment of alcoholism is demonstrated. Patient's reactions to "Antabuse" are shown with and without alcohol present in the system. Patient receiving treatment must be hospitalized initially during treatment and must be in good physical and neurological condition. Psychotherapy accompanies treatment on an individual or a group basis. When hospitalization is no longer necessary, "Antabuse" treatment is given during frequent office interviews where psychotherapy is continued.—D. F. Feuerfile.

2548. Brown, Claude L. (Winter VA Hosp., Topeka, Kans.) A transference phenomenon in alcoholics; its therapeutic implications. *Quart. J. Stud. Alcohol*, 1950, 11, 403-409.—Essential in therapy with alcoholics is the absolute conviction of the patient that the therapist truly accepts him, even though his need for acceptance is excessive. A case study illustrates dynamics.—W. L. Wilkins.

2549. Coleman, Stanley. (St. Lawrence's Hosp., Bodmin, Cornwall, Eng.) Migraine and psychopathic behaviour. *J. ment. Sci.*, 1950, 96, 758-769.—A case is detailed to illustrate personality aspects in migraine and its relation to stealing from church offertory boxes.—W. L. Wilkins.

2550. de Monchy, René. Masochism as a pathological and as a normal phenomenon in the human mind. *Int. J. Psycho-Anal.*, 1950, 31, 95-97.—Masochism is not always pathological, but plays a "dynamic role in the healthy human mind."—N. H. Pronko.

2551. Duffy, Ruth E. Tic de Gilles de la Tourette. *Med. Wom. J.*, 1950, 57, 18-21.—Tic de Gilles de la Tourette or maladie de tics dégénérés, a rare specific tic described in 1885 by the man whose name it bears, begins in children from 7 to 15 years of age and may be precipitated by emotional trauma. It is characterized first by facial twitchings and steadily repeated gestures; later by echolalia, coprolalia and compulsive ideas. The movements are generally stereotyped in the face, neck, arms and legs. Phonation and articulation are affected. The intellect is unimpaired but strong superego development is present. The etiology is questionable. Psychotherapy offers a relatively new approach. For the present, the prognosis is considered unfavorable.—F. C. Sumner.

2552. FitzHerbert, Joan. The origin of head-banging: a suggested explanation with an illustrative case-history. *J. ment. Sci.*, 1950, 96, 793-795.—The infant, lying in his mother's left arm, not only hears the heart beat but feels a rhythmic thrust against his head. It is presumed that head banging as a means of self comfort would be found more in bottle than in breast fed babies, as the latter would experience the sound and thrust only during half the feeding period.—W. L. Wilkins.

2553. Hartogs, Renatus. The clinical investigation and differential measurement of anxiety. *Amer. J. Psychiat.*, 1950, 106, 929-934.—While it is generally accepted that anxiety modifies intellectual functioning and imaginative thinking, it is less known to what extent and in which way anxiety effects visuo-motor control, self-concept, level of aspiration, and body-image in most psychopathological syndromes. Four methods for the evaluation of these syndromes are: katography, interpretive projective technique, level of aspiration test, and draw-a-person test. Typical results and differential trends obtained through these short procedures in psychiatric syndromes, characterized etiologically or symptomatically by anxiety, are presented.—R. D. Weitz.

2554. Hirsch, Edwin W. (Englewood Hosp., Chicago, Ill.) Sexual fear. Garden City, N. Y.: Garden City Publ. Co., 1950. xii, 307 p. \$3.00.—After discussing sexual life and phenomena in ancient Babylonia, Egypt, Israel, Greece, and Rome, the urologist-author in the following sixth chapter traces the evolution of the "sexual revolution." In the succeeding seven chapters "sexual fear" is related to the emotions, frigidity, sexual control, the male change of life, sexual competence, culture, and treatment through "psychomatics." Bibliography.—C. R. Adams.

2555. Horney, Karen. On self-effacing attitudes. *Amer. J. Psychoanal.*, 1948, 8, 75-77; 81-82.—Abstract.

2556. Horney, Karen. The value of vindictiveness. *Amer. J. Psychoanal.*, 1948, 8, 3-12.—The aims, forms, and uses of vindictiveness are described. The undesirability of repression as well as that of revenge, the common reactions to situations which engender vindictiveness, is assumed and the question as to whether there is only the alternative between repression and revenge is posed. The thesis is developed that neurotic vindictiveness is a compulsive phenomenon and that this is the essential nature of vindictiveness. Alternatives to vindictiveness may be achieved and therapy involves neither repressing neurotic vindictiveness nor liberating vindictive aggression but rather the overcoming of vindictive aggression is the therapeutic goal.—K. S. Wagoner.

2557. Hulbeck, Charles R. Emotional conflicts in homosexuality. *Amer. J. Psychoanal.*, 1948, 8, 72-73.—Abstract.

2558. Kilpatrick, Elizabeth. A psychoanalytic understanding of suicide. *Amer. J. Psychoanal.*, 1948, 8, 13-23.—Widely varying attitudes toward suicide are influenced by group patterns and conceptions of death. The primary contention is that self-destructive tendencies result from accumulated self-contempt. This contention is supported by showing the relation of this concept to various conditions, such as hopelessness, alienation from one's self, and suffering which frequently lead to suicide. The neurotic value of suicide lies not only in the escape from self-contempt but it also may serve as a means of restoring neurotic pride. Therapy involves changing the neurotic character structure.—K. S. Wagoner.

2559. Lagache, Daniel. Homosexuality and jealousy. *Int. J. Psycho-Anal.*, 1950, 31, 24-31.—A fragment of an analysis of a male homosexual is discussed to show how jealousy and homosexuality may function as defences against each other.—N. H. Pronko.

2560. Leuba, John. 'Women who fall.' *Int. J. Psycho-Anal.*, 1950, 31, 6-7.—Stumbling and falling occur in patients who have egos that are weak, inconsistent or non-existent. The timid ego is overcome by anxiety produced by an erotic thought and vanishes for an instant or so; thus, the falling.—N. H. Pronko.

2561. Lewin, Bertram D. *The psychoanalysis of elation*. New York: Norton, 1950. 200 p. \$3.00.—Studies on children, sleep, dreams, phobias and other neuroses, as well as the manic states are explored. With insights from these data, the theory is developed that feelings of elation, excitement, euphoria, and mania are a reliving of the narcissistic bliss of the infant nursing at the breast. 189-item bibliography.—N. H. Pronko.
2562. Lussheimer, Paul. *Daydreams*. *Amer. J. Psychoanal.*, 1948, 8, 74-75.—Abstract.
2563. Mann, Marty. *Primer on alcoholism; how people drink, how to recognize alcoholics, and what to do about them*. New York: Rinehart, 1950. viii, 216 p. \$2.00.—The problem is defined socially and dynamically, and chapters are devoted to identification of the alcoholic. Treatments reviewed include medical, aversion, psychiatric, sanatorium, the use of laymen in therapy, Alcoholics Anonymous. What relatives and friends of alcoholics can do to assist therapy is detailed. 16 references.—W. L. Wilkins.
2564. Maxwell, Milton A. (*State Coll. Washington, Pullman*.) *The Washingtonian movement*. *Quart. J. Stud. Alcohol*, 1950, 11, 410-451.—History of the Washington Temperance Society and of the Martha Washington Societies for the reclamation of alcoholics, founded in 1840 and lasting only a few years, although the Washingtonian Home in Chicago and the Washingtonian Hospital in Boston still serve alcoholics. The movement gradually changed into a revival movement. Comparison is made with Alcoholics Anonymous.—W. L. Wilkins.
2565. Mott, Francis J. *The universal design of the Oedipus complex*. Philadelphia: David McKay, 1950. xiv, 292 p. \$7.50. (Robert Bruner, 1212 Ave. of Americas, New York 19, distributor.)—This volume, the last of a trilogy on *biosynthesis*, develops the theme that "the beating of the blood in the umbilical vessels generates a configurational energy, (libido), which eventually becomes the organizer of the human personality." Part I is devoted to an inspection of the developing organism while Part II turns to mythology for relevant insights.—N. H. Pronko.
2566. Porterfield, Austin L. (*Texas Christian U., Ft. Worth*.) *Indices of suicide and homicide by states and cities: some southern-non-southern contrasts with implications for research*. *Amer. sociol. Rev.*, 1949, 14, 481-490.—Acts of suicide and of homicide have been proposed as indices of social processes. This author examines the relationship between suicide and homicide rates for 38 states and for 86 cities—with a particular view of differences between North and South—and draws on data from European nations. Negative correlation is found between the two rates for states and cities; this is supported by some European data, not others; the negative correlation becomes positive in the United States during crises of war or depression. These and other findings in the comparative variations of suicide and homicide lead the author to set forth eight research problems.—W. W. Charters, Jr.
2567. Rascovsky, Matilde Wencelblat de, & Rascovsky, Arnaldo. *On consummated incest*. *Int. J. Psycho-Anal.*, 1950, 31, 42-47.—All cases of incest consummated between father and daughter that were studied by the authors, showed the same instinctive equation: "basic melancholic depression, incest, predominant cannibalistic oral satisfaction, envy and identification with the penis, reinforcement of homosexuality, nymphomania and the search for a homosexual partner to cover up the situation."—N. H. Pronko.
2568. Ravi Varma, L. A. *Alcoholism in Ayurveda*. *Quart. J. Stud. Alcohol*, 1950, 11, 484-491.—Translation of excerpts relating to alcohol and its consumption from Ayurveda—the ancient and indigenous system of medicine in India, together with discussion.—W. L. Wilkins.
2569. Silkworth, W. D., & Texon, M. (*Knickerbocker Hosp., New York*.) *Chloride levels in the blood of alcoholic patients in relation to the phenomenon of craving*. *Quart. J. Stud. Alcohol*, 1950, 11, 381-384.—S's were tested for level on admission and after 5 days of therapy including salt, vitamins, and sedation. As blood chloride level returned to normal range "craving" disappeared. It is concluded that an environmental or psychological factor may initiate a spree, but when continued drinking brings a lowered blood chloride level, because of low salt and high water intake and excessive chloride loss through urine and sweat, the resulting sensation of thirst enforces the drinking although all that is satisfied is a pharyngeal thirst sensation. The physiological craving is corrected quickly by heavy salt intake in diet or parenterally.—W. L. Wilkins.
2570. Wexler, Henry. *Psychiatry and rehabilitation in a military setting*. *Amer. J. Psychiat.*, 1950, 106, 812-815.—Psychiatry provided the greatest impetus to scientific thinking about rehabilitation of war casualties by emphasizing the habistic concept. It was found that the psychology of the convalescent combat veteran required a special empathy which involved an understanding of what war can do to the individual. To accomplish the desired ends the importance of careful psychiatric screening of medical officers in key positions is emphasized.—R. D. Weitz.
2571. Williams, Phyllis H., & Straus, Robert. (*Yale U., New Haven, Conn.*) *Drinking patterns of Italians in New Haven; utilization of the personal diary as a research technique*. III. *Diaries 6 and 7*. *Quart. J. Stud. Alcohol*, 1950, 11, 453-483.—Daily records of two young married, childless, second-generation Italian men for a full year. (See 24: 5951.)—W. L. Wilkins.

(See also abstract 2336)

SPEECH DISORDERS

2572. Bryngelson, Bryng; Chapman, Myfanwy E., & Hansen, Orvetta K. *Know yourself; a work-*

book for those who stutter. (Rev. ed.) Minneapolis: Burgess publishing Co., 1950. iii, 159 p. \$2.00.—This workbook is written "to help individuals become better adjusted to what is sometimes called handicaps." It is intended primarily as a guide for students working with stutterers under the supervision of a clinician. Materials cover developing an objective attitude, (insight, introjection, etc.) and stuttering (faking, starters, releases, etc.)—*H. R. Myklebust.*

2573. Eliasberg, W. G. A contribution to the prehistory of aphasia. *J. Hist. Med.*, 1950, 5, 96-101.—That the problem of aphasia occupied students before Broca (1861) is evidenced by the present author (1) with Spaulding's letter (1772) giving an introspective account of his own aphasic disorder which set in on the occasion of meeting complex and conflicting demands of a linguistic character made upon him (talking, writing, etc.) and (2) with Moses Mendelssohn's purely psychological theory of Spaulding's aphasia formulated in the same year (1772) to the effect that unconscious and emotional conflicts were largely responsible.—*F. C. Sumner.*

2574. Wilton, George. How to overcome stuttering. New York: Harper, 1950. xvi, 168 p. \$2.50.—This book is intended for the layman and emphasizes the self-help approach. The stutterer should not think about his speech, he should use "slowness . . . which is one of the master words in the treatment of speech disorders." Development of habits of calmness and sociableness is stressed. Exercises for coordination and rhythm are given.—*H. R. Myklebust.*

(See also abstract 2630)

CRIME & DELINQUENCY

2575. Abrahamsen, David (1040 Park Ave., New York.), & Palm, Rose. Family role in diagnosis and treatment of offenders. *J. nerv. ment. Dis.*, 1950, 112, 311-321.—To demonstrate the methods of a research project in progress, a Rorschach examination and psychotherapy of a delinquent and the members of his family are reported. Such a procedure is said to have value in exploring the motives for criminal behavior, treating and adjusting the offender and for understanding family dynamics and pathology.—*N. H. Pronko.*

2576. Allen, Robert M. (U. Miami, Coral Gables, Fla.) Addendum to "Problems of parole," a minor contributing factor to parole adjustment. *J. crim. Law Criminol.*, 1950, 41, 55-56.—Analysis of data based on a study of 200 parolees shows small relationship between type of offense and parole outcome. However, differences appear which indicate that successful parolees have committed more crimes against property and fewer misdemeanors.—*V. M. Stark.*

2577. Gardner, George E. The criminal within us. In *New York Academy of Medicine, The future in medicine*, (see 25: 2514), 129-148.—Gardner sets out to examine our fundamental motivations in the light of psychoanalysis to gain insight into our atti-

tudes regarding "the criminal within our midst." He asserts that practical applications in penology lag far behind our theoretical knowledge, which, in his judgment, is due to four fictions which we persist in entertaining concerning criminal behavior. Progress has occurred and will occur only to the extent that modifications of these conceptual fictions are translated into insightful action on the part of society.—*H. H. Strupp.*

2578. Glueck, Sheldon, & Glueck, Eleanor. (Harvard Law Sch., Cambridge, Mass.) Unraveling juvenile delinquency. New York: Commonwealth Fund, 1950. xv, 399 p. \$5.00.—500 delinquent and 500 non-delinquent Boston boys were matched for age, national origin, IQ and residence in underprivileged neighborhoods. Three sets of predictive tables for delinquency are presented using social, Rorschach, and psychiatric data respectively. "The delinquents are distinguishable from non-delinquents: (1) physically in being essentially mesomorphic . . . (2) temperamentally in being restlessly energetic . . . (3) in attitude, by being hostile . . . (4) psychologically, intending to direct and concrete . . . intellectual expression . . . (5) socio-culturally in having been reared . . . in homes of little understanding . . . by parents usually unfit. . . ."—*R. J. Corsini.*

2579. Guttmacher, Manfred S. Adult court psychiatric clinics. *Amer. J. Psychiat.*, 1950, 106, 881-888.—Following a brief history of the establishment of The Adult Court Psychiatric Clinic, an analysis of the work of the 7 clinics now in existence is presented. The various shortcomings resulting from psychiatric advice other than that obtained through the court clinics are reflected. In comparison, the court clinics are shown to be more effective, unbiased, competent and economical. At the same time the author presents a practical outline for the organization of a professional adult psychiatric court clinic and a 3-point program conducive to bring about a change in the existing gross illogical laws governing criminal responsibility.—*I. Mints.*

2580. Guttmacher, Manfred S. (Med. Serv. Supreme Bench of Baltimore, Md.) Psychiatric examination of offenders. *Bull. World Hlth Org.*, 1950, 2, 743-749.—The author proposes the establishment of a "scientific legal institute for the social, psychological, and medical study of the juvenile and adult offender." The authority, functions, and responsibilities of such an institute are outlined in terms broad enough for adoption in varying legal-penal systems. Such an institute will, it is held, promote on an international basis "the treatment of the offender and the prevention of crime rather than . . . retributive justice" as the "focus of the sentencing authority."—*J. C. Franklin.*

2581. Hawke, C. C. (State Training Sch., Winfield, Kansas.) Castration and sex crimes. *Amer. J. ment. Def.*, 1950, 55, 220-226.—The results of a research project at the State Training School, Winfield, Kansas are reported. Castration was found to improve the sex criminal sociologically in that he

usually refrained from his anti-social acts and became an acceptable member of society. Psychologically he was stabilized, did not suffer mental deterioration, and while he might have a moderate degree of an inferiority complex, this was found to be favorably balanced by his social improvement. Physically, he was a better organism. The castrate is further pictured as a quiet, industrious individual in good health, filling an unfortunate place in nature's program which has been made easier by a simple surgical procedure.—V. M. Staudt.

2582. Holton, Karl. California Youth Authority: eight years of action. *J. crim. Law Criminol.*, 1950, 41, 1-23.—The program of the Youth Authority to rehabilitate youths with severe behavior disorders is based on the integration under one governmental agency of the diagnosis, classification, institutional treatment, parole and delinquency prevention through community organization.—V. M. Stark.

2583. Johnson, Wendell. To help the child with a speech handicap. *Child*, 1950, 15, 12-14.—Speech defective children form the largest single group of handicapped children in this country. Although most of these children might be rehabilitated if given the best remedial instruction now available, probably not over 10% are getting the speech correction they need. Ten or twelve speech correctionists are needed for each one available today. The author discusses briefly various types of speech disorder, their causes and remedial care.—M. F. Fiedler.

2584. Lebovici, S. A propos de la psychothérapie chez les enfants placés en internats de rééducation. (With respect to psychotherapy in children placed in boarding institutions of reeducation.) *Enfance*, 1949, 2, 438-444.—The situation of children in their family milieu is contrasted with that of children in boarding institutions of reeducation both as to the origin of character disorders and as to the mode of psychotherapeutic reeducation. The author believes psychoanalytic individual psychotherapy is better suited for the child at home than in the reform school. While in the reform school, the attention of the child will no doubt be removed from family conflicts, but other conflicts which are those of the group will intervene. In its individual form psychoanalytic therapy is hardly compatible with the life of the reform school. On the other hand, group psychotherapy appears to adapt itself better in the reform school.—F. C. Sumner.

2585. MacCormick, Austin. The prison's role in crime prevention. *J. crim. Law Criminol.*, 1950, 41, 36-48.—The prison serves most effectively for the protection of society against crime when its major emphasis is on rehabilitation.—V. M. Stark.

2586. Page, Leo. The young lag. London: Faber and Faber, 1950. 320 p. 18s.—This volume is divided into three parts: the first consists of an evaluation of the criminal situation in England and the role of psychology in criminology; the second part consists of 23 case histories of young criminals interviewed by the writer; and the last part contains a summary description of the typical young criminal,

analysis of causes of crime, and suggestions for changes. The writer believes crime is rapidly increasing in England, that while psychology may possess the final answer that criminal psychologists in general are unrealistic, that the causes of crime are decline of religion, decay of the family, evil example of elders, refusal to submit to discipline, absence of good influences, mistaken and ineffectual treatment of delinquents after conviction, and widespread contempt of criminal law.—R. J. Corsini.

2587. Precker, Michael S. The treatment of juvenile offenders in murder cases. *J. crim. Law Criminol.*, 1950, 41, 49-54.—There is conflict between the conservative forces of established law and the progressive dynamism in the program of sociologists in behalf of juvenile offenders. The resolution in judicial reasoning has been to extend the application of the "felonious intent" philosophy.—V. M. Stark.

2588. Reinhardt, James Melvin. (U. Nebraska, Lincoln.) Crime in a discordant culture. *J. crim. Law Criminol.*, 1950, 41, 32-35.—The contradictory nature of our standards and techniques used to conform to these standards as well as radio pathology are pointed up as being contributory to delinquency and crime.—V. M. Stark.

2589. Seliger, Robert V. Alcohol and crime. *J. crim. Law Criminol.*, 1950, 41, 24-31.—Alcoholism must be understood as being a special problem relating to the individual's psychobiological components and functioning, life history, specific problems and his relationships with other individuals.—V. M. Stark.

2590. Smith, Gudmund. Ett par kriminella manliga enäggstvillingar. (A pair of criminal identical male twins.) *Nord. Psykol.*, 1949, 1, 50-57.—Psychological and biological discussion of a case history of identical twins with criminal careers.—M. L. Reymert.

(See also abstracts 2438, 2501)

PSYCHOSES

2591. Allen, Edward B., & Clow, Hollis E. Paranoid reactions in the aging. *Geriatrics*, 1950, 5, 66-73.—"Paranoid reactions in persons over 60 have been classified into four types: the type consistent with senescence, the paranoid condition type, the paranoid type of involutional melancholia, and the organic brain disease type. . . . Four cases, each one illustrative of one of the specific types mentioned in the case material, were benefited to some degree by hospital treatment and all were again able to function for a time, at least in their homes."—R. G. Kuhlen.

2592. Bankhead, Alexander J., Torrens, John K., & Harris, Titus H. (U. Texas, Med. Branch, Galveston.) The anticipation and prevention of cardiac complications in electroconvulsive therapy. A clinical and electrocardiographic study. *Amer. J. Psychiat.*, 1950, 106, 911-917.—Cardiac and respiratory failures have been found to be responsible for

deaths following electroconvulsive therapy caused by overactivity of the vagus and ectopic mechanism disturbances. E.C.G. records of patients curarized with atropine and those not treated as such have revealed results indicating the drug to be a safe and consistent preventative of postconvulsive cardiac irregularities. Concurrently, oxygen was found to be very important in preventing ectopic phenomena following a convulsion. 18 references.—*R. D. Weitz.*

2593. Belknap, Ivan, & Friedsam, Hiram J. (*U. Texas, Austin.*) Age and sex categories as sociological variables in the mental disorders of later maturity. *Amer. sociol. Rev.*, 1949, 14, 367-376.—Interpretation of the psychoses of later maturity as determined by the biological factors of age and sex is inadequate to account for difference in rates of incidence, such as rural-urban, Negro-white, and economic. The authors propose to couple biological determinants with cultural and social ones, such as isolation, mobility, and anomie. The structural-functional theory of Talcott Parsons is applied.—*W. W. Charters, Jr.*

2594. Carp, Abraham. (*U. Michigan, Ann Arbor.*) MMPI performance and insulin shock therapy. *J. abnorm. soc. Psychol.*, 1950, 45, 721-726.—Results obtained from administration of the MMPI before and after insulin shock treatment with 37 hospitalized schizophrenic patients are presented. Significantly lower means in the post-treatment scores were found for the F, Pd, Pa, Pt, and Sc scales. Improvement was accompanied by post-treatment increase in the L, K, and corrected Hs scales, and decrease in Ma. The results "are rather difficult to interpret because of our limited knowledge of the meaning and behavioral correlates of MMPI performance."—*H. P. David.*

2595. Clark, Robert E. (*Pennsylvania State Coll., State College.*) The relationship of alcoholic psychoses commitment rates to occupational income and occupational prestige. *Amer. sociol. Rev.*, 1949, 14, 539-543.—Data of Faris and Dunham are reclassified to test the hypothesis that alcoholic psychoses commitment rates are inversely related to the amount of income and prestige of the occupations of the patients. This relation is confirmed, even when the possible circumstance of private treatment for persons from wealthier occupations is taken into account.—*W. W. Charters, Jr.*

2596. Drubin, Lester. (*V. A. Hosp., Northport, L. I., New York.*) Preliminary report of sixty-two prefrontal lobotomies on psychotic male veterans at the Veterans Hospital, Northport, Long Island, New York. *J. nerv. ment. Dis.*, 1950, 112, 301-310.—Results of prefrontal lobotomies on 62 patients show the following results: 37% markedly improved; 29% moderately improved; 27% slightly improved; 7% unimproved. No patients were either in remission or worse. Other effects are also discussed.—*N. H. Pronko.*

2597. Funkenstein, Daniel H.; Greenblatt, Milton, & Solomon, Harry C. (*Harvard Med. Sch., Boston, Mass.*) A test which predicts the clinical

effects of electric shock treatment on schizophrenic patients. *Amer. J. Psychiat.*, 1950, 106, 889-901.—A comparison of the changes produced by electric shock on schizophrenic cases are made with other clinical entities. As a predictive tool, records were made of systolic blood pressure changes induced by epinephrine and mechoyl and the resulting psychophysiological responses. Seven different patterns of blood pressure responses were formulated. Autonomic changes after electric shock and the effects of electric shock treatment on the different psychophysiological responses are presented which are capable of being compared with such changes due to the drugs.—*R. D. Weitz.*

2598. Halstead, H. (*Winson Green Hosp., Birmingham, Eng.*) Abilities of male mental hospital patients. *J. ment. Sci.*, 1950, 96, 726-733.—Two "easy" group tests, vocabulary and arithmetic, and two "difficult" ones, progressive matrices and mechanical comprehension, were given to 537 patients. Mental disturbance has a more deleterious effect upon test score than does age. Length of hospitalization itself does not bring about poorer results by patients but the correlation of test score with length of hospitalization is negative.—*W. L. Wilkins.*

2599. Harper, A. Edwin, Jr. (*Ewing Christian Coll., Allahabad, U. P., India.*) Discrimination of the types of schizophrenia by the Wechsler-Bellevue scale. *J. consult. Psychol.*, 1950, 14, 290-296.—The W-B test results of five types of schizophrenics (total 245) were analyzed. It is concluded that pattern analysis by means of the discriminant function is a promising diagnostic technique; but that the W-B is not a highly adequate tool for psychiatric diagnosis.—*S. G. Dulsky.*

2600. Hoffman, Jay L. A clinical appraisal of frontal lobotomy in the treatment of the psychoses. *Psychiatry*, 1950, 13, 355-360.—Frontal lobotomy was employed in a series of 78 patients, 70 of whom were chronic schizophrenics. Observations indicate that this treatment measure should be used only as a last resort. There are at this time only three indications for lobotomy: extreme agitation of the patient, presence of patient in the home, an adequate staff and facilities for the scientific study of lobotomy indications, results and modification.—*N. H. Pronko.*

2601. Kraiz, S. V. The psychosensory disorders of schizophrenia. *Amer. J. Psychiat.*, 1950, 106, 935.—Abstract.

2602. Malzberg, Benjamin. (*New York State Department of Mental Hygiene, Albany.*) Mortality among patients with mental disease in the New York civil State hospitals. *J. insur. Med.*, 1950, 5(1), 5-13.—The average death rate among mental patients of the N. Y. civil State hospitals during 3 fiscal years ended March 31, 1949, was 79.0 per 1,000 as against average death rate of the general population of N. Y. State in 1946 of 10.8 per 1,000. The death rates of the mental patients were in excess of the general death rates in all age groups but the relative excess decreased with advancing age. The death rates of mental patients was less than the corresponding

death rates in the N. Y. civil State hospitals in 1929-1931. The death rates were much higher for organic psychoses, and lowest for schizophrenics.—F. C. Sumner.

2603. Moore, Burness E. (Yale U. Sch. Med., New Haven, Conn.), Simon, Benjamin; Friedmann, Samuel, & Ranger, Conrad O. Psychosurgery; successes and failures following frontal lobotomy. *N. Y. St. J. Med.*, 1949, 49, 2263-2273.—Exclusive of deaths, the present report deals with 294 patients (60.5% women and 39.5% men) studied preoperatively for a minimum of 1 year period. Results of the 1 year follow-up of the frontal lobotomy patients are given in statistical charts. Superior results occurred in descending order as follows: in mood disorders; other non-schizophrenic conditions; paranoid schizophrenia; undetermined or mixed types of schizophrenia; catatonic schizophrenia, and lastly in the hebephrenic and simple types. Illness and hospitalization of less than 5 years seem to indicate a better prognosis. Age and sex do not seriously influence results.—F. C. Sumner.

2604. Palmer, D. M., Riepenhoff, J. P., & Hanahan, P. W. Insulin shock therapy, a statistical survey of 393 cases. *Amer. J. Psychiat.*, 1950, 106, 918-926.—This complete follow through reports the findings of insulin shock as administered to 393 male veterans. Although the treatment may have been of some benefit in schizophrenia its effectiveness was not marked. The authors report on the following concomitants: race, age, schizophrenic diagnoses, duration of psychosis, immediate postshock evolution, relapse rate, further and prior electroshock therapy, further insulin shock therapy, convulsions, fasting blood sugar, weight gain, length of treatment, blood pressure and dosage. 29 references.—I. Mints.

2605. Polan, Simon, & Spark, Isadore. (V. A. Mental Hygiene Clinic, Philadelphia, Pa.) Group psychotherapy of schizophrenics in an outpatient clinic. *Amer. J. Orthopsychiat.*, 1950, 20, 382-396.—When confronted with the problem of following and helping post-hospitalized schizophrenic patients, it was decided to try weekly evening group-therapy sessions. Reports of several meetings are given which indicate that group therapy in the clinic does provide a social relationship in which the outpatient schizophrenic may find acceptance, tolerance and understanding, and thus become less lonely and isolated. It promotes a relationship which tends to support the patient's social adjustment and provides a means of following his progress.—R. E. Perl.

2606. Robinson, C. B. (Purdysburn Hosp., Belfast, Ireland.) The problem of the aged in mental hospitals. *Ulster med. J.*, 1950, 19, 5-11.—Some statistics on the aged population of the six mental hospitals of Northern Ireland are furnished. The percentage of mental patients in these six hospitals averages 36% of all patients. Reasons for the recent increase in number of mental patients over 60 years of age are given. The mortality after admission of those over sixty is very high within 1 to 6 months

with arteriosclerosis the underlying cause of early death in majority of cases.—F. C. Sumner.

2607. Rosenfeld, Herbert. Note on the psychopathology of confusional states in chronic schizophrenias. *Int. J. Psycho-Anal.*, 1950, 31, 132-137.—Observation of cases of schizophrenics forces the conclusion that their confusional states result when love and hate impulses and good and bad objects become mixed up. The resulting anxiety causes the destructive impulses to destroy the libidinal impulses.—N. H. Pronko.

2608. Silver, A. (Verdun Protestant Hosp., Montreal, Quebec, Can.) Group psychotherapy with senile psychotic patients. *Geriatrics*, 1950, 5, 147-150.—"Group psychotherapy, modified and including therapeutic adjuncts, was undertaken with 17 female patients hospitalized for psychoses of the senium. As a result of the experiment, improvement was noted in the patients' morale, cleanliness, and general behavior. An increased co-operation on the part of relatives was also noted," as was better morale on the part of nurses who saw an active program attempted.—R. G. Kuhlen.

2609. Spiegel, E. A., & Freed, H. (Temple U. Sch. Med., Philadelphia, Pa.) Thalamotomy: neuropsychiatric aspects. *N. Y. St. J. Med.*, 1949, 49, 2273-2274.—The material selected consisted of 37 institutionalized patients suffering from schizophrenia, depression, or severe compulsion neuroses and under psychiatric treatment for a period of from 2 to 15 years. Results in 27 cases observed from 4 to 22 months after thalamotomy were as follows: 5 returned home with almost complete working capacity; 10 returned home with reduced working capacity; 7 are more manageable at the hospital; 5 are unchanged; 6 have relapsed. There was a small but statistically insignificant drop in the IQ.—F. C. Sumner.

2610. Stengel, E. (U. London, Eng.) A follow-up investigation of 330 cases treated by prefrontal leucotomy. *J. ment. Sci.*, 1950, 96, 633-662.—Clinical examinations of the cases suggests that personality change is related to extent and location of lesions but also to premorbid personality; changes in social behavior are less marked in previously well-adjusted subjects. Medical outcomes are also discussed.—W. L. Wilkins.

(See also abstract 2347)

PSYCHONEUROSES

2611. Abse, D. W. (Charing Cross Hosp., London, Eng.) The diagnosis of hysteria. Baltimore: Williams & Wilkins, 1950. xii, 112 p. \$2.00.—This book is intended primarily as a review for those preparing for the Diploma in Psychological Medicine in the United Kingdom and India. Its theoretical orientation is psychoanalytic. Five chapters cover the following topics: introduction, aetiology and psychopathology of hysteria; clinical manifestation of hysteria in Indian and in British soldiers; diag-

nosis and summary and conclusions. 24 case histories. 75-item bibliography.—N. H. Pronko.

2612. DuBois, Franklin S. (*Silver Hill Foundation for the Treatment of the Psychoneuroses, New Canaan, Conn.*) *Anorexia nervosa; a re-evaluation of the problem.* *J. insur. Med.* 1950, 5(1), 18-20.—Anorexia nervosa is a classic example of a psychosomatic disorder and is fundamentally a compulsion neurosis with cachexia and not anorexia as a leading symptom. The diagnosis should be based primarily upon an accurate appraisal of the patient's personality and should be based only secondarily upon physical status. Though physiological methods of treatment are necessary, psychotherapy is the major remedial agent.—F. C. Sumner.

2613. Gilhooly, Francis M. (*Fordham U., New York.*) Correction of "The relationship between variability and ability on the Wechsler-Bellevue." *J. consult. Psychol.*, 1950, 14, 329.—Due to an error in calculation, the figures reported for the correlation ratios describing the relationship between variability and ability on the W-B Scale were incorrect (see 24: 4114). The results of this study thus indicate no significant relationship between variability and ability on the Bellevue Scale in a group of adult psychoneurotics.—S. G. Dulsky.

2614. Horney, Karen. The meaning of neurotic suffering. I. & II. *Amer. J. Psychoanal.*, 1948, 8, 78-80.—Abstract.

2615. Katan, M. (*Western Reserve U., Cleveland, O.*) Schreber's hallucinations about the 'little men.' *Int. J. Psycho-Anal.*, 1950, 31, 32-35.—Statements from Schreber's *Memoirs of a Neurotic* are analyzed to show a basic homosexual conflict.—N. H. Pronko.

2616. Keenan, Alan. *Neuroses and sacraments.* New York: Sheed and Ward, 1950. xi, 163 p. \$2.50.—The neurotic is out of tune with reality and has extra sensitivity and extra drive and emotional resources. These can be utilized to bring him closer to God and therefore better adjusted to his own personality, for normality in personality means conforming to the norm established by Christ. The spiritual resources for therapy are indicated.—W. L. Wilkins.

2617. Martin, Alexander R. The body's participation in neurotic conflicts. *Amer. J. Psychoanal.*, 1948, 8, 74.—Abstract.

2618. Oberndorf, C. P. The role of anxiety in depersonalization. *Int. J. Psycho-Anal.*, 1950, 31, 1-5.—A variety of case materials is brought to the support of a theory that feelings of unreality and depersonalization are the result of anxiety. Therapy of such neuroses consists in freeing and decreasing anxiety through the analysis of its origin.—N. H. Pronko.

2619. Sharp, William L. Fate of 395 mild neuropsychiatric cases salvaged from training period and taken into combat. *Amer. J. Psychiat.*, 1950, 106, 801-807.—An intensive study and follow-up of 395 mild neuropsychiatric cases, including anxiety neuroses, other neuroses, and mild psychopaths, was

conducted. These cases came to the attention of the authorities during their period of pre-combat training. The study indicated that mild psychoneurotics (if they are dispersed among stable personalities) and mild psychopathic personalities (if they can direct their aggression mostly toward the enemy instead of toward their comrades) can be utilized with combat troops. 20 references.—R. D. Weitz.

2620. Warner, Samuel J. (*V. A. Regional Office, Brooklyn, N. Y.*) The Wechsler-Bellevue psychometric pattern in anxiety neurosis. *J. consult. Psychol.*, 1950, 14, 297-304.—A group of anxiety neurotics seem to do better than normals on concrete tasks like Picture Arrangement, Object Assembly, and Picture Completion. But the following dimensions do not differentiate the two groups: intertest variability, difference between verbal and performance IQs, relative Digits Span score, or relative Arithmetic score.—S. G. Dulsky.

PSYCHOSOMATICS

2621. Garma, Angel. On the pathogenesis of peptic ulcer. *Int. J. Psycho-Anal.*, 1950, 31, 53-72.—"It is necessary to insist on the explanation that, owing to the prohibition and punishment of his urge to bite the outer world in order to get the prohibited objects, the stomach and intestine of the future ulcer patient bites itself and allows itself to be harmed by food, producing the ulcer in this way."—N. H. Pronko.

2622. Kaufmann, W. A. Schwankungen der Manifestation des Ulcus pepticum in Friedens-, Kriegs- und Nachkriegszeit. (Variations in the manifestation of peptic ulcer in peace, war- and post-war-time.) *Gastroenterologia*, 1949/50, 75, 147-167.—It is shown by statistics that manifestation of peptic ulcer, quantitatively and qualitatively considered, and according to the gastric or pyloric seat and according to sex and age distributions, varies with the condition of external life as strikingly seen in Germany in the course of the last 10 to 15 years (peace-, war-, and post-war period) and principally in the large industrial cities destroyed in 1945.—F. C. Sumner.

2623. Maratka, Z. (*Charles U., Prague, Czechoslovakia.*) Neurodigestive asthenia; a gastroenterological analogy to neurocirculatory asthenia. *Gastroenterologia*, 1949/50, 75, 228-236.—Neurodigestive asthenia is defined as a gastroenterological syndrome analogous to neurocirculatory asthenia and is characterized as a gastrointestinal infirmity with irritability and diminution of the efficacy of the digestive system with no apparent organic lesion. It arises probably from an innate disposition and is provoked by various factors stemming from the environment. It is to be distinguished from pure psychoneurosis with gastrointestinal symptoms. The prognosis is good with respect to life, but bad with respect to cure. Therapy consists in physical and mental hygiene and in reassurance.—F. C. Sumner.

2624. Rascovsky, Arnaldo, Rascovsky Matilde W. de, & Schlossberg, Teodoro. Basic psychic structure of the obese. *Int. J. Psycho-Anal.*, 1950, 31, 144-149.—Lack of development of more mature types of sadistic expression keeps the obese full of anxiety and with a constantly increasing voracity for food because of an inadequate oral capacity for satisfying intense aggressive accumulations.—N. H. Pronko.

2625. Schur, Max. Chronic, exudative, discoid and lichenoid dermatitis (Sulzberger-Garbe's syndrome): case analyses. *Int. J. Psycho-Anal.*, 1950, 31, 73-77.—An analysis of representative cases of a dermatosis of unknown origin proves to be explained and treated as the manifestation of a neurosis expressing conflicts around exhibitionism, narcissism, aggression, masturbation, etc.—N. H. Pronko.

(See also abstract 2704)

CLINICAL NEUROLOGY

2626. Freudenberg, R. K. (*Netherne Hosp., Coulsdon, Surrey, Eng.*) Observations on the effect of myanesin (3 orthotoloxyl-1,2 propaneidol or tolserol) on epileptic thresholds and some psychiatric conditions. *J. ment. Sci.*, 1950, 96, 751-757.—Myanesin is found to raise the threshold for ECT and Leptazol.—W. L. Wilkins.

2627. Fuldner, Russell V. (*Newington Home & Hosp. for Crippled Children, New Haven, Conn.*), & Spekter, Louis. Cerebral palsy in Connecticut today. *Conn. St. med. J.*, 1949, 13, 12-21.—The authors discuss cerebral palsy in children under 21 years of age for the State of Connecticut as to (1) incidence, (2) residence, (3) sex and age, (4) diagnostic classification, (5) etiological classification, (6) physical therapy and related forms of treatment, (7) surgery, (8) drug therapy, (9) coordination of attack on cerebral palsy within the State.—F. C. Sumner.

2628. Geiger-Marty, Olivia. Der Tramersche contralaterale Abdominaleigenreflex. (Tramer's contralateral abdominal proprioceptive reflex). 2. *Kinderpsychiat.*, 1950, 16, 165-195.—This basal-ganglio-centric reflex seems to be positive in minor and Huntington's chorea. The question is raised whether this reflex is also a somatic prepsychotic symptom, at least of a certain group of schizophrenic psychoses. French and English summaries.—G. Rubin-Rabson.

2629. Goldman, Max. Convulsive disorder with spastic diplegia and mental deterioration. *J. nerv. ment. Dis.*, 1950, 112, 343-354.—Abstract, case.

2630. Mäki, Niilo. Hjärnskadorna och den psykologiska forskningen. (Brain injuries and psychological research.) *Nord. Psykol.*, 1949, 1, 16-21; 79-85.—The writer discusses the work being done at the "War Hospital Complex" founded in 1941 in Helsingfors. This is a "Brain Injury Unit" where brain surgery, psychiatry, psychology and neurology work hand in hand with physical and occupational therapy. The two World Wars left 3000 brain-in-

jured individuals in the total Finnish population of four million. Research on and therapy for aphasia are given special attention with main emphasis on objective phenomenological study of "what is left of language" in each individual case. An archive of recordings of various stages of aphasia is being accumulated which in time will be accessible to all research workers. 500 aphasia patients have been investigated and treated from 1941 to 1949 with the results that 99% were either greatly improved or entirely cured.—M. L. Reymert.

2631. Mettler, Fred A. (*Dept. of Mental Hygiene of the State of New York.*) A comparison between various forms of psychosurgery. *N. Y. St. J. Med.*, 1949, 49, 2283-2286.—It is difficult to evaluate comparatively one or another form of psychosurgery until certain specific definitions and criteria are established. 4 criteria are suggested for standardization: (1) the condition to be treated must be qualitatively, and if possible quantitatively defined; (2) an estimate of the degree of accuracy with which the condition to be studied can be diagnosed; (3) necessity of ascertaining what spontaneous fluctuation may occur in the studied segment of the condition; (4) the influence of non-specific operational aspects of the therapy. In the light of these criteria, the author discusses the values of psychosurgery.—F. C. Sumner.

2632. Solomon, Rebecca Z., & Solomon, Charles I. (*Yale U. Sch. Med., New Haven, Conn.*) Psychosomatic aspects of arthritis and allied disorders. *Conn. St. med. J.*, 1949, 13, 1027-1032.—The literature pertaining to the role of psychological and emotional factors in the rheumatic diseases is reviewed and mechanisms by means of which such factors may influence the functions and structure of the joints are discussed. 5 illustrative cases are furnished.—F. C. Sumner.

2633. Wartenberg, Robert. (Comp.) (*U. California Sch. Med., San Francisco.*) The neurology of Bing. *J. nerv. ment. Dis.*, 1950, 112, 281-300.—The author has arranged quotations from Bing's popular 8th edition *Lehrbuch der Nervenkrankheiten*. These compilations intended to interest the American reader have been "chosen casually, arranged as the book reads, without comment, and translated verbatim, offer something old, something new, something controversial."—N. H. Pronko.

2634. Weber, John J. (*Coll. Physicians & Surgeons, Columbia Univ., New York.*), Heath, Robert G., & Pool, J. Lawrence. Results of topectomy in the treatment of psychiatric conditions. *N. Y. St. J. Med.*, 1949, 49, 2278-2282.—The development of topectomy and the technic of operation are briefly described. The effect of operation in altering the course of illness is evaluated in terms of affective change associated with painful memories. Results of operation are given for 42 psychiatric patients who were followed at least 6 months after operation. Suggestions are made concerning the choice of patients.—F. C. Sumner.

(See also abstract 2524)

PHYSICALLY HANDICAPPED

2635. Andersen, A. Lloyd (V A Hospital, Minneapolis, Minn.), Hanvik, Leo J., & Brown, Joe R. A statistical analysis of rehabilitation in hemiplegia. *Geriatrics*, 1950, 5, 214-218.—"A statistical analysis of the results of a rehabilitation training program involving 82 hemiplegic patients . . . suggests that the age, morale, and duration of the disability are factors of major importance contributing to the length and success of the rehabilitation program. Also, patients with right hemiplegia tended to have lower ambulation improvement scores and were more variable as to length of time spent on the rehabilitation service."—R. G. Kuhlen.

2636. Bergman, Moe. (Vet. Adm. Regional Off., New York.) The audiology clinic: a manual for planning a clinic for the rehabilitation of the acoustically handicapped. *Acta oto-laryng.*, Stockh., 1950, Suppl. 89, 107 p.—A short review of the development of auditory rehabilitation in the U. S. during the recent war is followed by a detailed description of the organization, physical facilities and program of the Audiology Clinic at the V. A. Regional Office in New York. Using these as models, the author proceeds to develop the criteria by which audiology clinics may be developed. Physical requirements of space and equipment, program of education and therapy and other clinical activities in audiology are presented at a programmatic level.—I. J. Hirsh.

2637. Lassman, Grace Harris. Language for the preschool deaf child. New York: Grune & Stratton, 1950. xviii, 263 p. \$5.50.—This book, intended for parents and educators, deals with the problem of language development in young deaf children. Language development is considered from the point of view of speech reading, speech, sense training, auditory training, reading and developmental activities. Many drills, materials, and illustrations are given. An outline is given of a nursery school program for deaf children and their parents. 223 item-bibliography.—H. R. Myklebust.

2638. Levine, Jacob, & Blackburn, Alan R. (Trinity Coll., Hartford, Conn.) Intelligence test scores of newly blinded soldiers. *J. consult. Psychol.*, 1950, 14, 311-315.—The performances of 624 newly blinded soldiers on the verbal scale of the W-B are analyzed. The significantly poorer performance in the Digit Span test by this group was interpreted to indicate some impairment in sustained attention. No significant difference in test performance was observed between subjects who had been blind for different periods of time ranging from 2 to 34 months. Blindness does not affect the basic intellectual functions when it occurs in adulthood.—S. G. Dulsky.

2639. Reedy, Corbett. (State Dept. of Education, Richmond, Va.) Vocational rehabilitation. *Amer. J. publ. Hlth*, 1950, 40, 966-968.—Two broad approaches to the problem of disability are outlined as: prevention and rehabilitation. The latter is defined "as a process which restores the disabled person to

the fullest physical, mental, social, vocational and economic usefulness of which he is capable." The concept of total rehabilitation is achieved by four definite steps: (1) A complete rehabilitation diagnosis; (2) physical restoration; (3) vocational training; (4) selective placement and follow-up.—R. S. Waldrop.

2640. Sensenich, Helene. Team work in rehabilitation. *Amer. J. publ. Hlth*, 1950, 40, 969-972.—"The problem of rehabilitation of an individual involves a twofold effort—on the one hand, to lessen and minimize through medical treatment his physical handicap, and on the other, to help the individual develop his strengths and his abilities so that he is better equipped to meet and live on comfortable terms with the physically able of the community." The disabled are too prone to meet the world in terms of how it will respond to the disability rather than in terms of its response to him as a person. The rehabilitation depends not only on his attitude toward himself but also on that of his friends and family.—R. S. Waldrop.

2641. Siirala, Urpo. (U. Turku, Finland.) Studies of war deafness. *Acta oto-laryng.*, Stockh., 1950, 38, 319-332.—Analysis was made of 1285 ear injuries occurring in the Finnish army during the wars of 1939-40 and of 1941-44. Types of injury were grouped under: acoustic trauma; blast concussion; bullets, shells and other fragments; blunt trauma as causing agents alone or combined. Acoustic trauma resulted in inner-ear type deafness while blast injuries affected mostly the middle ear. Details of types of injuries produced by the various kinds of causes are given along with tables that describe frequencies of occurrence. Group audiograms for each type of injury are also shown.—I. J. Hirsh.

2642. Utley, Jean. What's its name? A guide to speech and hearing development. Urbana, Ill.: University of Illinois Press, 1950. 172 p. \$2.00.—This is a workbook for parents and teachers of deaf and hard of hearing children. The book consists of drawings of common objects, arranged into sections on the basis of increasing difficulty. It is intended for acoustically handicapped children from two to five years of age. Special techniques and procedures for auditory training are included.—H. R. Myklebust.

2643. Worchel, Philip, & Dallenbach, Karl M. (U. Texas, Austin.) Vestibular sensitivity in the deaf. *Amer. J. Psychol.*, 1950, 63, 161-175.—The 59 subjects ranging from 13 to 21 years of age with hearing losses from 32% to 100% were given standing- and rotation-chair tests. The results are interpreted as showing that the first test involves the macular organs of utricle and saccule but is not dependent on the functioning of the semi-circular canals—necessary for success in the rotation-chair test. Deafness correlates highly with the test results but the discrepancies are due to differential damage to the organs of the inner ear. Differences in results among several investigators are due to errors in sampling and to the fallacy of basing conclusions

upon gross classifications of the subject's experiences and behavior.—S. C. Ericksen.

2644. Zeckel, Adolf. (17 E. 75th St., New York.) *Psychopathological aspects of deafness. J. nerv. ment. Dis.*, 1950, 112, 322-346.—Degree and duration of deafness, age at onset, prior mental make-up, treatment and its influence and the effect of symptoms frequently accompanying deafness are the main problems of the deaf, as reported from observations of patients at the Vanderbilt Clinic.—N. H. Pronko.

(See also abstract 2671)

EDUCATIONAL PSYCHOLOGY

2645. Brauner, A. *Méthodes factices en maison d'enfants.* (Artificial methods in the children's home.) *Enfance*, 1949, 2, 414-423.—New progressive educational methods now being employed in many children's homes such as artificial money, children's court, self-government, children's republic are criticized as a species of play divorced from the larger socio-political realities, as retarding training in vitally important subject-matters such as reading, writing and arithmetic, as giving primary importance to educational method, and as being too often employed by teachers without real competence.—F. C. Sumner.

2646. Brookover, W. B. (Michigan State Coll., E. Lansing.) *Sociology of education: a definition. Amer. sociol. Rev.*, 1949, 14, 407-415.—Following a survey of various approaches to educational sociology, the author proposes that primary attention be directed toward the following areas of investigation: (1) relation of the educational system to society, (2) human relations within the school, (3) relation between the school and the community, and (4) impact of the school on behavior and personality of its participants.—W. W. Charters, Jr.

2647. Claye, Andrew M. (U. Leeds, Eng.) *The examination paper. Lancet*, 1950, 259, 332.—Suggestions are made by a professor of medicine for taking [essay] examinations: read all the questions through; jot down outlines of answers before writing; study all questions before deciding which to omit if choice is allowed; specifically describe procedures, techniques, etc. if reference is made to them; avoid illegibility, irrelevance, illiteracy (e.g., misspellings), and imbecilities ("boners").—A. C. Hoffman.

2648. Minnesota. Commission on Higher Education. *Higher education in Minnesota.* Minneapolis: University of Minnesota Press, 1950. xv, 419 p. \$4.00.—This report of a 2 year study includes 18 chapters prepared by members of the Commission and expert consultants, which are grouped into 7 parts dealing with the setting, student potential, the junior college, liberal arts, teacher education, the University, and the future of higher education. Of particular psychological significance are data on characteristics of students attending Minnesota colleges (66-70); survey of 1945 high school graduates after one year (81 ff.); survey of 1938 high

school graduates after 9 years (102 ff.); characteristics of junior college students (126-131); follow-up study of junior college students (164 ff.); follow-up study of liberal arts college students (210 ff.); students preparing for teaching careers (253 ff.); elementary school teachers (282 ff.); secondary school teachers (301 ff.); and characteristics of University students (356-363).—C. M. Louttit.

2649. Ōmura, Sakae. (Miyagi (Japan) Normal Sch.) *Some observations on children of the first period of the National School. Toh. Psychol. Fol.*, 1944, 11, 27-36.—A teacher's observations of first and second year school children disclose lack of ability to differentiate between subject and circumstances, revealing itself in egocentricity, odd contradictions in conceptions of authority, subjective thinking, physiognomic perception, indistinct judgment. Early pedagogy ignored these characteristics and was too rigid; the new pedagogy may be too limited from the standpoint of values.—G. Rubin-Rabson.

2650. Rey, Andre. (U. Geneva, Switzerland.) *Education et hygiène mentale.* (Education and mental hygiene.) *Bull. World Fed. Ment. Hlth.*, 1950, 2(4), 10-21.—The educational system identified with mental hygiene is not that of the "nourricier" or of the trainer but, rather, of the "educator" who seeks "to form certain habits in the young and malleable person, while at the same time enabling him to acquire others of a similar or superior order." The educator is psychologically oriented in his methods. (English translation p. 21-32.)—J. C. Franklin.

SCHOOL LEARNING

2651. Bills, Robert E. (U. Kentucky, Lexington.) *Play therapy with well-adjusted retarded readers. J. consult. Psychol.*, 1950, 14, 246-249.—The present study was planned to test the hypothesis that significant increases in the reading ability of retarded readers will not occur when retarded readers who exhibit adequate emotional adjustments are given nondirective play therapy. 8 well adjusted retarded readers from third grade were given play therapy of an individual and group nature. They did not make statistically significant gains in reading ability following the play therapy.—S. G. Dulsky.

2652. Davenport, K. S., et al. (Purdue U., Lafayette, Ind.) *The influence of mathematics training on achievement in chemistry of first-year students in home economics. Purdue Univ. Stud. higher Educ.*, 1949, No. 66, 7-16.—Approximately half of the entering freshman class in home economics were enrolled in mathematics and chemistry courses concurrently; the remainder (control group) took freshman chemistry only. No effect was made to correlate the mathematics and chemistry courses for the experimental group; the achievement in chemistry of the experimental group was significantly higher than that of the control group at the 5% level.—J. E. Horrocks.

2653. Harbage, Mary. (Public Schs, Akron, O.) To keep horizons widening. *Childh. Educ.*, 1950, 26, 425-429.—Unfavorable teaching conditions need not be an insurmountable handicap to successful teaching. The resourceful, enthusiastic, well-adjusted teacher will find numerous opportunities to widen pupil horizons. Using books, paintings, poetry and personal experiences offers such opportunities.—G. H. Johnson.

2654. Herrick, Virgil E. (U. Chicago, Ill.), & Tyler, Ralph W. (Eds.) Toward improved curriculum theory. *Suppl. Educ. Monogr.*, 1950, No. 71, vi, 124 p. \$2.75.—Papers presented at the University of Chicago Conference on Curriculum Theory held in October, 1947 are reported in five sections: orientation, organization, problems of sequence, planning and development, and looking ahead. Among the 12 papers included are Ralph W. Tyler's "The Organization of Learning Experiences," which discusses how the various learning experiences which comprise the curriculum should be related so as to produce the maximum cumulative effect in attaining school objectives; J. Paul Leonard's "Some Reflections on the Meaning of Sequence," expounding the thesis that sequence of learning experiences should be based upon the individual's development and his need for knowledge, skills, and principles; and Edgar Dale's "The Sequence and Hierarchy of Ideas in the Subject Fields," emphasizing the role of meaning and concept formation in influencing the curriculum.—G. H. Johnson.

2655. Ilg, Frances L., & Ames, Louise Bates. (Yale U., New Haven, Conn.) Developmental trends in reading behavior. *J. genet. Psychol.*, 1950, 76, 291-312.—This study "... represents a preliminary application of the developmental point of view to one of the basic elementary school subjects. ... It indicates where current practice is and where it is not proceeding in accordance with developmental principles, and suggests that a knowledge of the child's natural development and progress in any of these subjects should be considered basic to any effort to understand his learning of these subjects or to the teaching of them." A reading gradient by ages is presented, and types of errors are discussed.—C. H. Ammons.

2656. Johnson, M. L. (University Coll., London, Eng.) Discussion methods in preclinical teaching. *Lancet*, 1950, 259, 313-317.—A discussion method is described as used in an anatomy course the purpose of which is to help students make valid observations for themselves. The students work individually at an exercise for about 20 minutes and then discuss their reactions or findings in groups of 12 with the instructor as chairman. The attempt is made (in guiding the otherwise informal discussion) to emphasize the distinction between statement and inference, recognition of the influence of presuppositions on observations, the limitations of techniques, the need to describe accurately, precision in the use of words, care in analyzing and interpreting facts. Protocols of 68 students at the end of the first term

of such a course procedure suggest favorable reaction in the majority, stimulated curiosity and initiative, and new insights into individual learning difficulties.—A. C. Hoffman.

2657. Korenevskii, E. I. Iz istorii metodiki russkogo iazyka v nachal'noi shkole. (From the history of the methods of teaching the Russian language in the elementary school.) *Izv. Akad. pedagog. Nauk RSFSR*, 1950, No. 27, 5-203.—A history is presented of the methods of teaching the Russian language in vogue from 1850 to 1917 in the Russian elementary school.—I. D. London.

2658. Mayhew, Lewis B., & Hill, Walker H. (Michigan State Coll., E. Lansing.) Attitude inventories. *J. higher Educ.*, 1950, 21, 375-379; 392-393.—A committee representing seven departments in the Basic College agreed on ten educational objectives which represented educational goals of all these departments. These goals represented development of attitudes rather than factual knowledge. Methods are described by which instruments were devised to measure the attainment of these goals.—M. Murphy.

2659. Selder, June. (Danbury (Conn.) State Teachers Coll.) A work experience program. *Childh. Educ.*, 1950, 26, 415-417.—As a device for acquiring new interests and satisfying needs not met in the classroom, a four-week work experience program is described. With joint student-faculty planning, types of experience best suited for individual freshmen and sophomore students were selected and pursued.—G. H. Johnson.

2660. Topetzes, Nick J., & O'Brien, Cyril C. (Marquette U., Milwaukee, Wis.) Mechanics of expression at the graduate level. *J. higher Educ.*, 1950, 21, 380-381; 394.—Tests of Mechanics of Expression and English Aptitude were given to a group of graduate students in education. The results indicated a lack of adequate grounding in basic English skills, and the need of more consistent training in English at the graduate level.—M. Murphy.

2661. Torrance, Paul. (Kansas St. Coll., Manhattan.) The phenomenon of resistance in learning. *J. abnorm. soc. Psychol.*, 1950, 45, 592-597.—On the basis of analytic and other psychological concepts, a Resistance Check List and a Resistance Scale for use in analyzing and quantifying resistance in college classes has been developed. "An attempt was made to maintain a phenomenological approach." Suggestions for transforming resistance into creative production have been outlined. Use of check list in an actual class room situation is described. 17 references.—H. P. David.

(See also abstracts 2124, 2299, 2701)

INTERESTS, ATTITUDES & HABITS

2662. Mangus, A. R. (Ohio State U., Columbus, O.) Effect of mental and educational retardation on personality development of children. *Amer. J. ment. Def.*, 1950, 55, 208-212.—This study suggests that retardation in school may be a potent determinant of personality maladjustment in children.

In many instances, school failure may be a basic cause of emotional tensions in the life of the child. The tremendous prestige value of academic success makes school failure destructive of the child's confidence in himself and makes him feel like a failure in the eyes of his teachers, parents, and more successful classmates. Basic maladjustments may in some instances be aggravated and intensified by a series of school failures. School programs better fitted to the emotional and social needs of children are needed.—V. M. Staudt.

2663. Medalle, Richard J. (*U. Wisconsin, Madison*), & Klopff, Gordon. *Human relations in the educational community*. Madison, Wis.: U. S. National Student Association, 1950, 32 p.—"This booklet is designed for long-term programing designed to improve human relations in the educational community." The booklet is organized around 6 chapters: Philosophy of human relations, human relations in the campus group, the campus conference, initiating the campus human relations program, a continuing human relations program and communicating the idea of human relations. A bibliography listing source materials and resource agencies concludes the booklet.—R. A. Littman.

2664. Ōtairo, Motohiko. *The primary school girl's ideal of a teacher*. *Toh. Psychol. Fol.*, 1942, 9, 99-100.—One hundred girls, 15-18 years of age, rated preferences in teachers: active, kind, unprejudiced, good teachers, experts in music and sports, arts, sweet voices. Indifference to appearance is not necessarily disliked, nor scolds if they become pleasant again after scolding.—G. Rubin-Rabson.

2665. Stagner, Ross. (*U. Illinois, Urbana*). *Stereotypes of workers and executives among college men*. *J. abnorm. soc. Psychol.*, 1950, 45, 743-748.—The responses given to adjective check lists by 50 consistently pro-labor and 50 consistently anti-labor college students were compared. A highly unfavorable perception of workers was found to be an integral, if not a causal, factor in the attitude of the anti-labor group. The 2 groups did not differ in regard to their composite self-images, but tended to attribute more self-traits to the group preferred, respectively. The anti-labor group showed more sharply defined stereotypes than the pre-labor group.—H. P. David.

SPECIAL EDUCATION

2666. Borreca, Frank; Burger, Robert; Goldstein, Irwin; Mann, Horace; Present, Arthur; Simches, Gabriel, & Simches, Raphael. *A workshops in developing lessons for retarded adolescents in a program of occupational education*. *Amer. J. ment. Def.*, 1950, 55, 23-59.—A program for teaching the mentally retarded the basic fundamentals necessary for living as developed in the New York City school system is described.—V. M. Staudt.

2667. Doyle, Francis W. (*Calif. State Dept. Educ., Sacramento*). *Questions on the education of mentally retarded minors in California*. *Bull. Calif. State Dept. Educ.*, 1950, 19(1), 1-47.—A series

of 18 questions is answered covering such items as the definition of the educable mentally retarded minor, the numbers of such pupils, their selection for special classes and the numerous problems of providing for their proper education. Selected references are included as well as an appendix which gives the education code provisions relating to the education of mentally retarded minors in California and the rules and regulations of the State Board of Education relating to the education of mentally retarded minors in California.—V. M. Staudt.

2668. *Educational Policies Commission*. *Education of the gifted*. Washington, D. C.: National Education Association, 1950. vii, 88 p. 35¢.—This is a general discussion of the educational needs of gifted children and youth. The schools too often neglect such individuals, with the resultant waste of human talent that might be used to enrich American life. Causes of this neglect, ways of identifying gifted children, and special provisions for their education are discussed.—M. F. Fiedler.

2669. Johnson, G. Orville. (*U. Illinois, Urbana*). *A study of the social position of mentally-handicapped children in the regular grades*. *Amer. J. ment. Def.*, 1950, 55, 60-89.—This study designed to determine the social position of the mentally-handicapped child in the regular grades was conducted in two communities in which there were no special classes for the mentally handicapped. After detailed analyses of the mentally handicapped children in these communities the author observes that the regular classes cannot meet the needs of these retarded pupils. The need for special classes and special programs for the mentally retarded is emphasized. 52 references.—V. M. Staudt.

2670. Jouhy, E. *L'éducation sociale en maison d'enfants*. (Social education in the children's home.) *Enfance*, 1949, 2, 424-437.—The children's home has met in France a definite need of caring for uprooted children during and since the war. The social education of these children appears of primary importance to the author who sees in the children's home a splendid opportunity to compensate these children for their complex of "social isolation" and anxiety in the presence of social life by training them to have feelings of duty, solidarity, justice and responsibility. The methods of such social pedagogy are discussed and illustrated.—F. C. Sumner.

2671. Scotland. *Advisory Council on Education*. *Pupils who are defective in vision; a report of the Advisory Council on Education in Scotland*. Edinburgh: His Majesty's Stationery Office, 1950. 68 p. 1s. 3d.—Provisions made in Scotland for the primary and secondary education of pupils who are defective in vision are reviewed and recommendations are made. Separate parts deal with the education of the blind and with the education of the partially sighted. Chapters deal with the history, the ascertainment and incidence, the needs and interests, and the provision of education for each group.—B. Lowenfeld.

2672. West, Thomas H. *The role of religious persons in society*. *Relig. Educ.*, 1950, 45, 275-282.

—The most numerous Sunday school losses are from the 11-14 age group because of the community influence on this age. A technique for transforming evil situations into good ones is needed. Moot social situations should be set up for classes to "propose the manner in which the individual should express the particular phase of the Christian ethic appropriate to the moot situation."—G. K. Morlan.

(See also abstract 2388)

EDUCATIONAL GUIDANCE

2673. Spock, Benjamin. (Rochester (Minn.) Child Health Institute.) *Schools are a fertile field for mental-health efforts.* *Child*, 1950, 15, 10-11; 39.—Surveys the field of mental-health efforts in the schools and the variety of approaches being developed. Recommended as most effective is a combined approach involving a psychiatric team, clinical psychologists, counselors and counseling teachers, social workers and nurses.—M. F. Fiedler.

2674. Wrenn, C. Gilbert, & Dugan, Willis E. (U. Minnesota, Minneapolis.) *Guidance procedures in high school.* Minneapolis: Univ. Minnesota Press, 1950. ix, 71 p. \$1.50.—Recommendations for the development of integrated programs of student personnel services for small to average high schools comprise the substance of this monograph. The specific procedures analyzed comprehend data from 66% of the 485 non-metropolitan high schools of Minnesota, and cover the following areas of service: orientation, use of the individual inventory, counseling, guidance through group experience, health services, and placement. Evaluative methods for checking the effectiveness of the guidance program are outlined. Appendix of tabular summaries of the principal findings.—R. C. Strassburger.

EDUCATIONAL MEASUREMENT

2675. Selover, Margaret; Townsend, Agatha; Jacobs, Robert, & Traxler, Arthur E. *Introduction to testing and the use of test results.* *Educ. Rec. Bull.*, 1950, No. 55. vii, 107 p.—Test results furnish an understanding of the individual pupil, so that his educational program may be adjusted to his needs, involving the improvement of teaching and guidance. This can influence educational or vocational advice, motivation toward best work by the individual, identification of concentration of interests, preparation for highly-selective colleges, and the study of all-round development of individuals through the use of cumulative records, individualization of instruction, remedial work, counseling parents, reports of colleges and prospective employers, and action research.—G. E. Bird.

2676. Sumita, Katumi. (Institute for Child Guidance, Kobe, Japan.) *New primary intelligence test and its application to primary school entrants in Kobe. (II.) A study of the very superior children.* *Toh. Psychol. Fol.*, 1942, 10, 21-31.—Nearly 17,000 Japanese school children were tested by a new primary intelligence test on school entrance. Those

over 140 IQ, about 1%, were retested with the Binet. Judged by the results in such children, the new test seems a valid instrument for selection of the superior.—G. Rubin-Rabson.

2677. Travers, Robert M. W., & Gronlund, Norman E. *The meaning of marks.* *J. higher Educ.*, 1950, 21, 369-374.—A questionnaire study of the meaning of marks at the graduate level revealed great variability among faculty members in the meaning which they attach to marks. It is suggested that confusion could be reduced by defining more precisely the continuum which the marking system measures. Do marks measure the extent to which the student achieves the goals of the course or the progress made by the student in relation to his initial standing? Points on the scale should be defined, and it would be well to begin with the grade of C.—M. Murphy.

(See also abstract 2304)

EDUCATION STAFF PERSONNEL

2678. Knight, James, & Holdsworth, Willie. (U. Texas, Austin.) *Teacher education through child study.* *Childh. Educ.*, 1950, 26, 421-424.—Better understanding of individual children and generalizations applicable to all children are gained through in-service child study. Teachers become aware of varied sources of information, pool their knowledge through study groups, and reduce tensions and frustrations through such a program.—G. H. Johnson.

2679. Remmers, H. H., Martin, F. D., & Elliott, D. N. (Purdue U., Lafayette, Ind.) *Are students' ratings of instructors related to their grades?* *Purdue Univ. Stud. higher Educ.*, 1949, No. 66, 17-26.—A comparison was made between the mean rating by students of a group of "good" instructors whose classes obtained higher grades than were predicted from freshman placement test scores, and a group of "poor" instructors whose classes obtained lower scores than predicted. Ratings were obtained on 12 traits for laboratory instructors and 12 traits for recitation instructors. On all traits but one the more favorable mean rating was obtained by the group of "good" instructors. Differences on the 24 traits were significant at levels of confidence ranging from 1% (on two traits) to 42% (on one trait).—J. E. Horrocks.

2680. Wasson, Margaret (Teachers Coll., Columbia U., New York.) *Teachers, too, learn by doing.* *Childh. Educ.*, 1950, 26, 400-403.—Cooperative in-service programs for teachers which bring together teachers at different educational levels on a voluntary basis for planning professional activities, increasing skills and knowledge, utilizing school and community resources, and developing social adequacy, are described as beneficial to the teacher's efficiency, security and satisfaction.—G. H. Johnson.

(See also abstract 2190)

PERSONNEL PSYCHOLOGY

2681. American Institute for Research. (Pittsburgh 13, Pa.) *A report of three years of experience.*

Pittsburgh, Pa.: Author, 1950. 12 p.—The 20 year program of research planned for the American Institute is described. The three year period has seen the development of new techniques in the field of personnel psychology including those of critical requirements, test development, education and training, proficiency measurement, performance evaluation, and group activity. The accomplishments in these areas are presented.—C. M. Louttit.

2682. Devlin, H. Dorsey. *Plant surveys pay dividends.* *J. Rehabil.*, 1950, 16(5), 16-19.—The value of making a survey of an industrial plant is emphasized by the author, who is a rehabilitation counselor. He also discusses some of the facts that should be obtained about the plant.—L. Long.

2683. Jacques, Elliott. (Tavistock Institute, London, Eng.) *Studies in the social development of an industrial community (the Glacier project).* I. Collaborative group methods in a wage negotiation situation. Part One: Case study. *Hum. Relat.*, 1950, 3, 223-249.—The article describes the company and the origin of its relations with the Tavistock group and the conditions under which the research and therapy are carried out. There follows a description of the activities involved in changing over one unit of the plant from a piece-rate to an hourly wage payment system. Arranged in a chronological-topical fashion the discussion pursues intensively the variety of questions and difficulties which arose and indicates the role taken by the author in the course of the negotiations.—R. A. Littman.

2684. Ludwig, Clarice Ratcliff. *Rehabilitation in a British industry.* *J. Rehabil.*, 1950, 16(5), 11-15.—The rehabilitation program of Vauxhall Motors Ltd., a division of General Motors Corporation in Luton, England, is described by the author, who recently spent a year in that country.—L. Long.

2685. Scheer, E. J. (American Fixture & Manufacturing Co., St. Louis, Mo.) *Foremen's bonus plan that really works.* *Fact. Mgmt.*, 1950, 108(11), 120-122.—A point plan based upon seventeen factors of various factory supervisor's jobs. Not all factors are applicable to all jobs. Easily established, understood and maintained. Results: Improvement in productive efficiency 15%, cost reduction 20%, increase in foreman's take-home pay 10%.—J. C. G. Seidl.

2686. Tredgold, R. F. *Human relations in modern industry.* New York: International Universities Press, 1950. 192 p. \$2.50.—This book consists essentially of a series of lectures given by the author at Roffey Park Rehabilitation Centre, London. It is mainly clinical in approach and non-technical in style. It deals with motives and incentives, leadership, and personal adjustment or maladjustment.—H. F. Rothe.

2687. Tredgold, R. F. *The psychiatrist in industry.* *Bull. World Fed. Ment. Hlth.*, 1950, 2(3), 3-7.—"A brief attempt to analyze the difficulties which at present interfere with collaboration between psychiatrist and industrialist, and to suggest ways

in which they can be overcome." The conditions for fruitful participation of the psychiatrist in industry regarded as cardinal by the author are "close contact with the personnel and medical services over individual cases, the investigation of group problems as a member of a team, and the education of all concerned [not didactically] in ways in which psychological principles can be applied to various aspects of industrial life." French translation p. 7-12.—J. C. Franklin.

(See also abstract 2665)

SELECTION & PLACEMENT

2688. Brower, Daniel (*The Personnel Lab., New York.*), & Weider, Arthur. *Projective techniques in business and industry.* In *Abt, L. E., & Bellak, L., Projective psychology*, (see 25: 2445), 437-461.—Application of projective techniques to business and industrial situations demands modifications and innovations dictated by the need for quick group methods and large scale testing. Methods used successfully, their unique contributions and potentials, are discussed. These include the Cornell Word Form, as a screening device; Draw-a-Person; Sentence Completion; Picture Arrangement Test; and Mirror Drawing. The TAT and Rorschach are reserved for evaluation of higher-level personnel and for diagnosis and prognosis of difficult cases. Examples are provided.—H. P. David.

2689. Kates, Solis L. (*Michigan State Coll., East Lansing.*) *Rorschach responses related to vocational interests and job satisfaction.* *Psychol. Monogr.*, 1950, 64(3), v, 34 p.—A study based upon the investigation of 100 male routine clerical workers. These Government workers were studied for their vocational interests, Rorschach responses, and job satisfaction. It was found that, (1) job satisfaction appeared to have no significant relationship to the scores and letter ratings earned on the clerical scale of the Strong Vocational Interest Blank; (2) there was no relationship between job satisfaction and the number of Rorschach signs of maladjustment; (3) the job dissatisfaction or difference of routine clerks who possessed the interest of successful office workers was not associated with a greater number of Rorschach signs of maladjustment; and (4) there were five Rorschach response categories significantly associated with the possession of vocational interests similar to those of successful office workers. 66 references.—M. A. Seidenfeld.

2690. Thorndike, Robert L. (*Teachers Coll., Columbia U., New York.*) *The problem of classification of personnel.* *Psychometrika*, 1950, 15, 215-237.—Two types of problems are involved in classification by tests: (1) those involved in the design, choice, and weighting of tests for a battery, and (2) those encountered in establishing the optimum procedure in using test results for assignment. In the first situation, tests which are simple, factorially pure and have a wide range of validities for different jobs are desired. In the second, predictions of success in

different jobs should be made in comparable score units, which should take into account predictor ability and job importance. Appropriate procedures are described.—*M. O. Wilson.*

LABOR-MANAGEMENT RELATIONS

2691. Bakke, E. Wight. (Yale U., New Haven, Conn.) *Bonds of organization; an appraisal of corporate human relations.* New York: Harper, 1950. xii, 239 p. \$4.—The Southern New England Telephone Company and the Connecticut Union of Telephone Workers were studied, through intensive interviews of 1500 participants. The purpose was to describe, analyze, and evaluate the structure and dynamics of human relations in the two organizations. Five "bonds of organization," or elements of a social system, which are responsible for holding individuals together in a functioning team are discussed: (1) functional specifications; (2) status system; (3) communication system; (4) reward and penalty system; and (5) Organizational Charter. Other "bonds" which will be described in forthcoming reports are mentioned briefly, a brief historical account of this study is given, and the significance of scientific research in the area of human relations is discussed.—*W. H. Osterberg.*

2692. Strong, Esther Boorman. (New York U.) *Individual adjustment in industrial society: the experience of the Navy Employee Counseling Service.* *Amer. sociol. Rev.*, 1949, 14, 335-346.—The counseling service established for civilian employees of the Navy during the last war operated under the principle that the worker's adjustment to his job is primarily responsible for his more general adjustment in other social relationships. Reasons for lack of adjustment on the job are discussed from the author's experience in this counseling service and at such a level as to apply to industrial society in general.—*W. W. Charters, Jr.*

INDUSTRIAL AND OTHER APPLICATIONS

INDUSTRY

2693. Commery, E. W. *Studies of the visual and lighting problems of television in the home.* *Illum. Engng. N. Y.*, 1950, 45, 433-443.—A discussion is given concerning the relationship of picture visual angle size, distance of observation, screen brightness, brightness ratios within the screen, and the illumination surrounding the screen, to the discomfort of the patient. These visual variables of television are compared with the same variables in the situation of the stage and the moving picture.—*G. W. Knox.*

2694. Gardner, John F. *Direction of pointer motion in relation to movement of flight controls; cross-pointer type instrument.* Dayton, O.: U.S.A.F. Air Materiel Command, Wright-Patterson Air Force Base, 1950. (AF Tech. Rep. No. 6016.) iii, 20 p.—An experiment with pre-flight cadets confirmed superiority of "direct" relationship between indicator and control motions," termed "fly-from" indication.

Further study should determine habit interference in re-training pilots accustomed to "fly-to" indication.—*R. Tyson.*

2695. Hibben, Samuel G. (Westinghouse Electric Co., Bloomfield, N. J.) *Appraising modern lighting practice as influencing human vision.* *Amer. J. Optom.*, 1950, 27, 457-461.—Modern illuminations do not make inordinate demands upon the eyes, but they do require intelligent installation to provide adequate illumination without glare sources and to maintain apparently normal color values.—*M. R. Stoll.*

2696. Maritz, J. S. *On the validity of inferences drawn from the fitting of Poisson and negative binomial distributions to observed accident data.* *Psychol. Bull.*, 1950, 47, 434-443.—It is usually supposed that if a set of accident data can be fit by a Poisson distribution, accident "proneness" is not present, but a satisfactory fit with the Negative Binomial distribution is an indication that proneness is present. "It has been shown that the fitting of theoretical Poisson and Negative Binomial distributions to observed accident data alone is not an adequate criterion for the detection of accident proneness. It is suggested that the direct technique of 'correlating consecutive periods' is indispensable."—*M. R. Marks.*

2697. Smyth, R. C. (Schick, Inc. Stamford, Conn.) *How to rank and price management jobs.* *Fact. Mgmt.*, 1950, 108(11), 116-117.—A fourteen point plan of job evaluation for the top echelons of management. Job Ranking method is successfully used and was satisfactorily proven of value to all involved. Results: Key men are not underpaid nor is payroll dollar being wasted.—*J. C. G. Seidl.*

2698. Zobel, Sigmund P. (U. Buffalo, N. Y.) *On the measurement of the productivity of labor.* *J. Amer. statist. Ass.*, 1950, 45, 218-224.—Problems to be overcome in the measurement of the productivity of labor are considered. A listing of pertinent factors affecting the productivity are listed. Indexes which adjust for some of them are presented.—*G. C. Carter.*

BUSINESS & COMMERCE

2699. Abe, Zyunkiti. (Tohoku U., Sendai, Japan.) *Über das Essenbewusstsein.* (On easing consciousness.) *Tok. Psychol. Fol.*, 1942, 9, 269-275.—Patterns of eating follow life and socio-economic patterns. The restaurateur is successful in proportion as his establishment is consistent in providing both setting and food for particular groups. Restaurants of a certain type tend to congregate in certain streets and its clientele absorbs the place and street into the ego-structure. Too long an absence from the locale creates a feeling of emptiness.—*G. Rubin-Rabson.*

PROFESSIONS

2700. American Public Health Association. Committee on Professional Education. *Proposed report on educational qualifications of public health statisti-*

cians. *Amer. J. publ. Hlth*, 1950, 40, 857-863.—This is a report of The Committee on Professional Education of the American Public Health Association. The six divisions of the report are: General (a statement of the development and areas of employment in the Service of statisticians); Objectives and Scope of Public Health Statistics; Classification of Public Health Statisticians; General Educational Background; Professional Graduate Study and Personal Qualities.—R. S. Waldrop.

2701. Brown, M. H., & Hofstetter, H. W. (*Los Angeles Coll. Optometry, Calif.*) Relationship of pre-optometry college work to performance in optometry college courses. *Amer. J. Optom.*, 1950, 27, 448-456.—Pre-admission credit evaluations, based on at least 60 hours of college work, were correlated with optometry school records of the 89 graduates in '49. Results indicate that credit ratings serve satisfactorily to indicate performance in optometry. Students with appreciably more than the minimum preliminary training showed greater improvement in the quality of their work in the optometry school.—M. R. Stoll.

2702. Cushing, J. G. N. The role of the psychiatrist as consultant. *Amer. J. Psychiat.*, 1950, 106, 861-864.—The discussion includes the major services that the psychiatrist will be called upon to perform beyond the diagnostic and intensive therapeutic fields. In this way he aids in educating the lay and medical public in the recognition of emotional factors in the study and treatment of illness. Too, he helps to eliminate the prejudice of the general medical profession against admitting a formal psychiatric orientation to medical patients. He also serves in the field of mental hygiene by his cooperation and integral aid with social workers, courts and clergy.—R. D. Weitz.

2703. Guild, Stacy R. (*The Johns Hopkins U. Sch. Med., Baltimore, Md.*) Industrial noise and deafness. *J. insur. Med.*, 1950, 5(2), 32-34.—The human ear is not tough enough to take, without damage to hearing, the noises present in many industrial situations, and if deafness due to industrial noise and the resultant disability-payments are to be avoided, measures should be taken to protect the ears of all personnel who, when working, are subjected to exposure to injuriously intense sounds.—F. C. Sumner.

2704. Schneider, Robert A., Gray, Jerome S., & Culmer, Charles U. Psychologic evaluation of surgical patients; a correlation between preoperative psychometric studies and recovery. *Wis. med. J.*, 1950, 49, 285-290.—With a view to ascertaining whether any measurable aspects of a patient's personality might be correlated with his general recovery following surgical procedure, 119 surgical patients were tested preoperatively on 550 items of the Minnesota Multiphasic Personality Inventory and 57 items of the Schneider-Gray Inventory. Post-operatively the patient's nearest relative or friend supplied information on the basis of which the patient's recovery was classified as either good or poor.

This was a pilot experiment and analysis of the data already obtained is still in process. Already evidence is pointing to a striking relationship between healthy personality scores and good recovery and conversely.—F. C. Sumner.

2705. Tanaka, Hideo. Eine psychologische Betrachtung über den Stühlungsverlauf des Budō. (A psychological consideration of the hardening process of Budo, the military arts.) *Toh. Psychol. Fol.*, 1942, 10, 33-36.—The transition from peripheral to focal consciousness may be made suddenly. So will, endurance and the conviction of invincibility appear suddenly after a given period of learning. Training in fencing and the arts of war illustrate this abrupt upward leap.—G. Rubin-Rabson.

2706. Weislogel, Mary H. Procedures for evaluating research personnel with a performance record of critical incidents. Pittsburgh, Pa.: The American Institute for Research, 1950. iv, 42 p.—This report describes a four-week field test of an experimental procedure for evaluating scientific personnel. Supervisors at three government laboratories recorded the outstanding and unsatisfactory behaviors of their immediate subordinates. The field test was designed to study the procedure rather than to evaluate the subordinates whose behaviors were observed. Certain alternate procedures were varied systematically: (1) use of a long versus a short record form for recording observations; (2) comprehensive versus abbreviated training in the use of the procedure; and (3) recording of observations daily, weekly, or monthly. The data obtained suggested that observational records of "critical behaviors" were useful in evaluating scientific personnel.—H. Feifel.

2707. Wilson, A. T. M. Hospital nursing auxiliaries: notes on a background survey and job analysis. *Hum. Relat.*, 1950, 3, 89-105.—The auxiliary nurse in Britain corresponds to the nurses aide in the U.S.A. The general problem is considered in terms of the following headings: working and social background of hospital nursing; general observations on nursing auxiliary roles; possible principles of job design for a nursing auxiliary; selection and training. The general theme is that the nursing profession has a tremendous hold upon women and that if one can but establish proper social and status relations within the hospital this propensity should continue. It is suggested that many duties of the full-fledged nurse may be delegated to auxiliaries with a resulting marked increase in efficiency and morale.—R. A. Littman.

2708. Zipf, George Kingsley. (*Harvard U., Cambridge, Mass.*) Brand names and related social phenomena. *Amer. J. Psychol.*, 1950, 63, 342-366.—The empirical analysis of the selection and usage of brand-names is interpreted in terms of underlying principles formulated by the author in his book, *Human Behavior and the Principle of Least Effort*. Some of the observations are: the x-number of different brand-names used by the same y-number of different firms is inversely proportional to y^2 ; the

INDUSTRIAL AND OTHER APPLICATIONS

x-number of different manufacturers of the same y-number of like goods is inversely proportional to y^3 ; the number of brand-names used by firms in a city of P-size tends to be directly proportional to P;

the x-number of "generic" main headings with the same y-number of "specific" subheadings in the Index to *Thomas' Register* 1947, is inversely proportional to y^3 .—S. C. Ericksen.

Subscription Lists

MEMBERS AND AFFILIATES

Approximately 11,000 names

The address list of members and affiliates of the American Psychological Association is available at the prices indicated below, provided its proposed use is approved by the Association.

Envelopes addressed	\$50.00
(advertiser furnishes envelopes and pays express charges)	
Addresses on tape, not gummed	\$25.00
(suitable for a mailing machine)	

STATE LISTS

The total number of names on the list determines its price

SUPPLEMENTARY LISTS

Approximately 3,500 names in total list

Individual journal lists vary from 400 to 1,600

The Association also maintains a list of non-member subscribers to its journals (universities, libraries, industrial laboratories, hospitals, other types of institutions, and individual subscribers). The single list of all subscribers approximates 3500 names; individual lists for each journal, with more specialized circulation, vary from 400 to 1600.

For any one journal, envelopes addressed	\$15.00
For any one journal, addresses on tape	\$10.00
For all journals, envelopes addressed	\$20.00
For all journals, addresses on tape	\$15.00

For further information, write to

American Psychological Association

1515 Massachusetts Avenue Northwest

Washington 5, D. C.

VAN NOSTRAND FOR COLLEGE TEXTS



*Two NEW Texts in the Van Nostrand Psychological Series
under the Editorship of Dr. J. P. Guilford*

EDUCATIONAL PSYCHOLOGY (A Problem Approach)

By ROBERT SIDNEY ELLIS, Professor and Head, Department of Psychology,
Pomona College, and Professor of Psychology, Claremont Graduate School.

First in the Field to be Organized on the Basis of Educational Problems, this new text in the VAN NOSTRAND PSYCHOLOGICAL SERIES is arranged to present the application of psychological principles to educational problems. It recognizes that the meaning of facts and principles is better understood through application to practical problems. The topics included are skillfully chosen to cover the subject comprehensively, and still avoid repetition. LEVEL—EDUCATIONAL PSYCHOLOGY is intended as a text for an introductory course in educational psychology and should be preceded by an elementary course in general psychology.

500 pp. approx.—6 x 9—Graphs—Cloth

THEORETICAL FOUNDATIONS OF PSYCHOLOGY

Edited by HARRY HELSON, Professor and Chairman,
Department of Psychology, Brooklyn College

Basically, the text aims to show students who will become professionals how to think about and organize the material with which they have to deal. Contents—

1. Methodological Considerations—MALCOLM PRESTON, University of Pennsylvania
2. Nervous Functioning—JANE OPPENHEIMER, Bryn Mawr College
3. Neurological Correlates of Behavior—EDWARD GIRDEN, Brooklyn College
4. Development and Maturation—NANCY BAYLEY, University of California
5. Motivation—F. W. IRWIN, University of Pennsylvania
6. Feeling and Emotion—J. G. BEEBE-CENTER, Harvard University
7. Fatigue and Efficiency—S. H. BARTLEY, Michigan State College
8. Perception—HARRY HELSON, Brooklyn College
9. Learning—E. B. NEWMAN, Harvard University
10. Measurement, J. P. GUILFORD, University of Southern California and A. L. COMREY, University of Southern California
11. Intelligence—JANE LOEVINGER, Washington University
12. Thinking—H. F. HARLOW, University of Wisconsin
13. Personality—D. W. MACKINNON, University of California and A. H. MASLOW, Brooklyn College
14. Abnormal Psychology—D. B. KLEIN, University of Southern California
15. Social Psychology—DAVID KRECH, University of California

6 x 9—750 pp. approx.—Cloth Bound

IF YOU TEACH OR DIRECT THESE COURSES, EXAMINATION COPIES ARE AVAILABLE



D. VAN NOSTRAND COMPANY, INC.

PUBLISHERS SINCE 1848

250 FOURTH AVENUE

NEW YORK 3, NEW YORK

March 1951 Best Sellers

of the
American Psychological Association

WOLFLE, HELEN M. Graduate Training facilities in psychology: 1951-52.

Reprinted from the *American Psychologist*, January 1951

28 pages, \$.10

DUNCKER, K. On problem solving. Psychological Monograph #270.

113 pages, \$2.50

GOLDSTEIN, K., and SCHEERER, M. Abstract and concrete behavior.

Psychological Monograph #239.

151 pages, \$2.25

Anderson and Valentine

Reprinted

The article by Anderson and Valentine on "The preparation of articles for publication in the journals of the American Psychological Association," which was originally published in the June 1944 *Psychological Bulletin*, has been reprinted. It is priced at twenty cents a copy, with no discount for quantity orders.

Order from

American Psychological Association

1515 Massachusetts Avenue N.W.

Washington 5, D. C.

AUTHOR INDEX¹

(Continued from cover 2)

- Prentice, W. C. H., 2227
Present, A., 2666
Preston, M. G., 2443
Proshansky, H. M., 2376
- Quinn, K. V., 2538
- Rabinovitch, R. D., 2501
Ranger, C. O., 2603
Rascovsky, A., 2567, 2624
Rascovsky, M. W. de, 2567, 2624
Ravi Varma, L. A., 2568
Reed, H. B., 2284
Reedy, C., 2639
Rees, L., 2196
Reinhardt, J. M., 2588
Remmers, H. H., 2679
Rey, A., 2650
Ribback, A., 2285
Richards, W., 2209
Rickies, N. K., 2516
Rickman, J., 2495
Riepenhoff, J. P., 2604
Riesman, D., 2171
Riess, B. F., 2206, 2466
Riggs, L. A., 2208, 2209
Rigney, J. W., 2244
Riopelle, A. J., 2286
Roberts, G. O., 2257
Robie, T. R., 2496
Robinson, C. B., 2606
Robos, P., 2197
Rogers, C. R., 2187
Rose, A. M., 2151
Rose, J. A., 2502
Rosenberger, H. E., 2212, 2213
Rosenfeld, H., 2607
Rosner, A. A., 2517
Ross, R. T., 2245
Rubin, E., 2228
Rubin, H., 2467
Rudolf, G. de M., 2539
- Ryan, T. A., 2246
- Sacks, J. M., 2468
Sandison, R. A., 2497
Sandomire, M. M., 2143
Saul, E. V., 2287
Sayre, L. C., 2387
Schachter, S., 2416
Schaffer, T. H., 2237
Scheer, E. J., 2685
Scheidemann, N. V., 2128, 2129, 2130
Schlossberg, T., 2624
Schneider, R. A., 2704
Schur, M., 2625
Schwartz, E. K., 2466
Scotfield, E. H., 2125
Scotland, Advisory Council on Education, 2671
Scottish Council for Research in Education, 2303
Seider, J., 2659
Selfridge, J. A., 2283
Seliger, K. V., 2589
Seligman, B. Z., 2410
Selover, M., 2675
Sensenich, H., 2640
Seward, J. P., 2288
Sharp, W. L., 2619
Sheffield, F. D., 2289
Sheffield, V. F., 2290
Sherman, J., 2152
Shorr, E., 2198
Shostrom, E. L., 2504
Siegel, A., 2202
Siraisi, U., 2641
Silkworth, W. D., 2569
Silver, A., 2608
Simches, G., 2666
Simches, R., 2666
Simmons, W., 2375
Simon, A. J., 2503
Simon, B., 2603
- Singer, K., 2411
Sirken, M. G., 2372
Sjoberg, W. E., Jr., 2364
Skard, Ø., 2291
Skinner, B. F., 2292
Slack, C. W., 2540
Smith, G., 2590
Smith, P. W., 2493
Smith, S., 2147
Smyth, R. C., 2697
Solomon, C. I., 2632
Solomon, H. C., 2397
Solomon, Rebecca Z., 2632
Solomon, Richard L., 2420
Spark, I., 2605
Speer, G. S., 2185, 2188
Spekter, L., 2627
Spence, S. A., 2282
Sperling, M., 2335
Spiegel, E. A., 2609
Spitz, R. A., 2336, 2501
Spitzer, R., 2541
Spock, B. M., 2673
Sprague, T. W., 2377
Sprawls, R. C., 2153
Stacey, C. L., 2542
Stagner, R., 2665
Steinberg, M. R., 2350
Stengel, E., 2610
Stern, K., 2518
Stevenson, G. S., 2430
Stoddard, G. D., 2172
Stolnitz, M. J., 2320
Stone, D. R., 2455
Straussburger, R. C., 2293
Straus, R., 2571
Strodtbeck, F. L., 2412
Strong, E. B., 2692
Sullivan, H. S., 2313
Sumi, K., 2258
Sumita, K., 2304, 2676
Susukita, T., 2337
Sutermeister, H., 2321
Sutherland, R. L., 2429
- Safkely, L., 2301
- Taba, H., 2388
Takano, K., 2322
Tanaka, H., 2705
Taylor, D., 2389
Taylor, H. L., 2195
Taylor, R. B., 2493
Temmer, H. W., 2289
Terman, L. M., 2413
Texon, M., 2569
Thibaut, J., 2369, 2416
Thompson, Clara, 2259
Thompson, Clare W., 2189
Thompson, G. M., 2469
Thomson, M., 2543
Thorndike, R. L., 2690
Thorne, F. C., 2431
Thune, L. E., 2294
Tibbitts, C., 2351
Tizard, J., 2544
Topetes, N. J., 2660
Torpe, H., 2190
Torrance, P., 2661
Torrens, J. K., 2592
Townsend, A., 2675
Travers, R. M. W., 2677
Traxler, A. E., 2675
Tredgold, R. F., 2686, 2687
Trow, W. C., 2191
Tucker, J. E., 2470
Tyler, R. W., 2654
- Underwood, B. J., 2275, 2285, 2295
Urban, F. M., 2207
Utley, J., 2642
- Van Bark, B. S., 2323
- Walker, G. H., 2545
Walker, H. J., 2390
Wallin, P., 2413
Wapner, S., 2247
- Warner, S. J., 2620
Wartenberg, R., 2633
Wason, M., 2680
Waterman, L., 2352
Watson, J., 2370
Weakland, J. H., 2391
Weber, J. J., 2634
Weider, A., 2688
Weislogel, M. H., 2706
Welsh, G. S., 2444
Wertham, F., 2471
West, T. H., 2672
Wexler, H., 2570
Whitehorn, J. C., 2248
Whiting, J. W. M., 2250
Whyte, E. C., 2306
Wilkins, W. L., 2432
Williams, C. A., Jr., 2154
Williams, P. H., 2571
Wilson, A. T. M., 2707
Wilton, G., 2574
Winnick, W. A., 2296
Winnicott, D. W., 2371
Witkin, H. A., 2247
Wittenborn, J. R., 2472
Wolf, E., 2229
Wolff, W., 2519
Woltmann, A. G., 2473
Woolfer, T. J., 2414
Worchel, P., 2297, 2643
World Health Organization, 2433
Wrenn, C. G., 2674
- Young, F. A., 2230
Young, R. A., 2192
- Zeckel, A., 2644
Zeligs, R., 2338
Zeller, A. F., 2298
Zigler, M. J., 2229
Zipf, G. K., 2708
Zobel, S. P., 2698
Zulliger, H., 2474

¹ The letter (a) following entry numbers indicates citation of abstracts which are primary publications; these are usually of theses or of papers read at professional meetings. The letter (i) indicates unpublished theses. The letter (f) indicates films.

Coming in May

THIRD EDITION

GREAT EXPERIMENTS IN PSYCHOLOGY

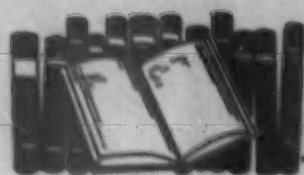
By HENRY E. GARRETT, *Columbia University*

THE Third Edition brings this well-known text up to date in the light of recent developments in psychology. Each of the fifteen chapters of the 1941 edition is revised and a new chapter on social psychology is added. A clear, concise approach is used in presenting significant experiments in the fields of psychology: the events leading to the experiments are discussed; the contributions of the pioneer leaders in specific fields are examined; and the subjects of these

classical experiments are discussed in relation to present-day thinking and experimentation. The recent studies of Ferguson and Mayo, regarding race preference in the Measurement of Individual Differences in mental traits, for example, are seen as the outgrowth of Francis Galton's experiment on nature and nurture. This highly readable text is designed for first-year experimental psychology courses and as a supplementary book in General Psychology courses.

About 500 pp.

APPLETON-CENTURY-CROFTS, INC. 35 West 32nd Street
New York 1, New York



New **McGraw-Hill** *Books*

PSYCHOLOGICAL ANALYSIS OF ECONOMIC BEHAVIOR

By **GEORGE KATONA**, University of Michigan. Ready in April

Shows that economic processes are more easily understood if the human factors and the psychological analysis of decision formation and action are understood. Beginning with a brief introduction to certain general principles of both economics and psychology, the book then deals with psychological analysis as applied to the major decisions of consumers, businessmen, and policy makers which contribute to economic fluctuations.

USING YOUR MIND EFFECTIVELY

By **JAMES L. MURSELL**, Teachers College, Columbia University. Ready in April

Extremely interesting, and based on impeccable psychological scholarship, this book formulates the characteristics of effective mental functioning and applies them specifically to the practical problems involved in study. In addition, numerous parallels are drawn between study problems and the problems that arise elsewhere in life.

TOWARD BETTER PERSONAL ADJUSTMENT

By **HAROLD W. BERNARD**, Extension Division, Oregon State System of Higher Education. 429 pages, \$4.00

Brings to the reader the practical principles of positive mental hygiene, citing the psychological justifications of these principles. Emphasis is upon the application of mental hygiene in achieving efficiency, happiness, harmoniousness, and fullness in daily living. Attention is directed toward an understanding of the four major aspects of daily functioning—mental, physical, emotional, and spiritual.

MARKETING RESEARCH

By **ERNEST S. BRADFORD**, Manhattan College. 379 pages, \$5.00

Discusses the principles and procedures employed in successful marketing research. Treats the basic elements such as how to analyze products and services, how to determine the character and volume of consumer demand, and what channels to use in order to get the product or service to market. Emphasis throughout is on securing and presenting marketing data.

RETAIL PERSONNEL MANAGEMENT

By **WILLIAM R. SPIEGEL**, University of Texas, and **JOSEPH W. TOWLE**, Northwestern University. Ready in April

A complete survey of personnel administration in the department store and retail field, describing the principles and procedures of personnel management now in use or recommended for successful retail establishments. Emphasis is on the retail store viewpoint and problems of selecting, training, compensating, and motivating employees in retail stores are approached.

Send for copies on approval



McGraw-Hill Book Company, Inc.

330 WEST 42ND STREET, NEW YORK 18, N. Y.

